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ABSTRACT

This report presents a summary and evaluation of the new freshman curriculum at Hiram College. The curriculum, established in the fall of 1969, is based upon the premise that by giving freshmen more freedom and responsibility, along with the opportunity for more individual faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish. The curriculum consists of 3 components: the Freshman Institute, the Freshman Colloquia, and the Twentieth Century and Its Roots Course. The content of the focus of the 2-week Freshman Institute was on language and effective communication. It is felt that the Institute was successful in increasing student emphasis on responsible and articulate expression. The freshman Colloquia, also judged quite valuable, consisted of small groups of 10-12 students with a faculty advisor. This component continued the emphasis on the personal dimension of education by improving communication skills, dealing seriously with academic topics, and by exposing the students to humane, moral, and aesthetic concerns. The final component of the freshman program, the "Twentieth Century and Its Roots Course," was only moderately well received-in it students examined the major issues of modern society from many perspectives. Although this course was not as well attended as expected, it is hoped that it will gain greater student interest in subsequent semesters. (HS)

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HIRAM COLLEGE

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THE FRESHMAN YEAR PROGRAM

A Report on the First Year

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George A. Morgan
October 1970

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FINAL REPORT TO THE NATIONAL ENDOWMENT FOR THE HUMANITIES

from

Hiram College

George A. Morgan, Project Director

for

Grant Number H69-0-121

The Hiram College Freshman Year Program

March 1, 1969 - June 30, 1970

$90,000

THE HIRAM COLLEGE FRESHMAN YEAR PROGRAM

SUMMARY

The new curriculum is part of Hiram's response, as a community of scholars dedicated to humane values, to the basic and urgent problems facing higher education and our whole society.

The curriculum, which began in the fall of 1969, is based upon the premise that by giving freshmen more freedom and more responsibility, along with the opportunity for more individual faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish. It is Hiram's goal that this inquiry be a rational, yet highly personal, examination of the status of life in our contemporary world using the wisdom of the past and looking to the possibilities of the future. We feel that this program will help students and faculty become more understanding and imaginative as well as more broadly knowledgeable.

The new Hiram curriculum abolishes the traditional distributive graduation requirements based on a selection of departmentally-oriented, introductory courses. In place of distribution requirements, several types of new courses, which focus on issues and cut across disciplines, have been developed. Because there are only half as many required courses, the student has greater flexibility in planning his academic program. He also has considerable choice among these new required courses.

The focus of the curriculum is on the freshman year because of its importance in the development of student attitudes toward education and because of our belief that it is the weakest part of most college programs, including the former one at Hiram. The curriculum is also important to upperclassmen, not only because it has affected the atmosphere of the college, but also because the upperclass Interdisciplinary Courses, the Area of Concentration, and the Activity Units are promising and important components of the total curriculum change.

Although it is still too soon to draw final conclusions about the success of the curriculum, the first year evaluations indicate that, in general, the freshman program went well. It is being continued in essentially the same format this year.

Both student and faculty evaluations indicate that the two week Freshman Institute was a rigorous but exciting introduction to college and to the new program. The content focus of the Institute was on language and effective communication. We feel that the Institute was successful in setting the tone for an increased all campus emphasis on responsible and articulate expression. The 1970 Institute, which was similar in format and goals, seems to have been even more successful than the 1969 version.

The Freshman Colloquia, small groups of 10-12 students and a professor-adviser, continued the emphasis on the personal dimension of education. There was general agreement among students and faculty that Colloquia were interesting, valuable, and effective in meeting the established goals of improving communication skills and advising, of dealing seriously with substantial academic topics, and of exposing the student to humane, moral, and aesthetic concerns.

The final component of the freshman program was the year-long Twentieth Century and Its Roots Course, common to all freshmen. In this course students examined the major issues of modern society from many perspectives. Student and faculty evaluations indicate that the course was only moderately well received. As such it was apparently the least successful and most problematic part of the freshman program. However, it may be that the positive long-term effects of the course will outweigh the difficulties of the moment.

We are grateful for the continued support of the National Endowment for the Humanities. We believe that their faith in Hiram was justified because we feel that the new curriculum is a successful innovation and because there is already evidence that it is serving as a model for other colleges.

The experience of this past year has strengthened our belief that the curriculum will favorably affect not only the students, but also the whole college community. Therefore, although we view the curriculum as dynamic and continually changing in detail, we are firmly committed to the basic approach and to continuing it after the termination of support from the National Endowment.

TABLE OF CONTENTS

Page
FACE SHEET.......... i
SUMMARY.......... ii
BACKGROUND.......... 1
DESCRIPTION OF THE PROJECT.......... 3
  A. The Freshman Institute.......... 3
  B. The Freshman Colloquium Program.......... 3
  C. The Twentieth Century and Its Roots Course.......... 4
RESULTS AND STATUS.......... 7
  A. The Freshman Institute.......... 7
  B. The Freshman Colloquium Program.......... 10
  C. The Twentieth Century and Its Roots Course.......... 14
  D. Other Components of the New Curriculum.......... 19
  E. Student Course Evaluations.......... 21
  F. The General Impact of the Curriculum on Hiram Students... 25
THE IMPORTANCE AND DISSEMINATION OF THE RESULTS.......... 34

APPENDIXES

1. Planning the Freshman Program
2. Description of the 1969 Institute
3. Description of the 1969-70 Colloquium Program
4. Description of the 1969-70 Twentieth Century Course
5. Evaluation of the 1969 Institute
6. 1970 Institute Schedule
7. Evaluation of the 1969-70 Colloquia
8. 1970 Colloquium Titles
9. Evaluation of the 1969-70 Twentieth Century Course
10. 1970 Twentieth Century Syllabus
11. The 1970-71 Interdisciplinary Courses, Individualized Areas of Concentration, and Activity Units
12. Course Evaluation Reports and Tables
13. Office of Education Research Proposal and Report
14. General Impact of the Curriculum: Tables and Reports
15. Publicity about the Hiram Curriculum
16. Comparative Analysis of Three Interdisciplinary Freshman Programs: Beloit, Hiram, and Wilmington Colleges by Lewis Marcuson, Wilmington, ACE Fellow

I. BACKGROUND

This report reviews the development and first year of operation of the new Hiram College curriculum which was supported in part by the National Endowment for the Humanities.

The curriculum is fresh evidence that Hiram College has the imagination and courage to try new approaches to education. Since it was founded in 1850, the College has been noted for its sound academic program and its innovative spirit. For example, in 1934 Hiram pioneered the intensive study plan under which each student took only one or two courses at a time.

In February of 1967, the President of the College appointed a Task Force to examine all aspects of the curriculum. The Task Force was composed of the Dean as Chairman, the President, and twelve faculty members. From the beginning, discussions focused on students, values, and humanistic concerns. The main question was how to create the kind of atmosphere in which academic inquiry and personal growth would flourish. Joint sessions with the students' Educational Advisory Committee contributed significantly to the development of ideas and the direction of the recommendations.

The formal report of the Task Force was distributed in May 1968. Extensive faculty and student discussions continued throughout that summer, culminating in a two-day, off-campus conference of the entire faculty and staff in mid-September. In October, the recommendations were approved in principle by the Student Senate, the Faculty and the Board of Trustees.

At that time the Dean appointed a director and a committee for each part of the program. Each committee included as voting members several students appointed by the students' Educational Advisory Committee. These committees were charged to work out the details so that the curriculum might begin in the fall of 1969.

In December of 1968, the College made successful application for a major planning and development grant (this being the final report) from the National Endowment for the Humanities. This grant enabled the College to give released time and summer assistance to the program directors so they could plan the program and select the course materials with care. Appendix 1 contains more details about the planning for each of the three main components of the freshman year program.

The new curriculum gives freshmen greater freedom and responsibility along with an increased opportunity for personal relationships with faculty. This has been achieved primarily by eliminating the traditional graduation requirements and replacing them with electives and with three new types of required courses which focus on issues and generally cut across disciplines. The Freshman Institute, a ten-day academic orientation to college which challenges students to be articulate and creative in expressing their thoughts, was the first component of this integrated, yet highly individualized, freshman program. The Freshman Colloquia, groups of 10-12 students and a professor-adviser, extended the emphases on the personal dimensions of learning and on effective communication into the school year. In the year-long Twentieth Century and Its Roots Course, the major issues of modern society were examined from many perspectives.

One major objective of this curriculum was to enhance personal involvement in the educational process by students. The curriculum requires that each student be responsible for his own education, but it does not require that he work alone from the beginning. The new freshman program is designed to encourage independent self-expression while, at the same time, providing sound models of scholarship and the support of mature scholars and advanced students.

Another major objective was to promote a broader and more humanistic approach to education by the faculty. First, the new program encouraged the faculty to use both new content and new approaches to teaching by freeing them of the implied responsibility of covering a generally accepted syllabus as is common in teaching traditional departmental courses. Second, in approaching the new curriculum, Hiram's faculty accepted the responsibility of responding to students as persons with individual needs, aspirations and abilities. For example, the dramatic reduction in emphasis on requirements, letter grades and other academic regulations means that faculty have to respond to students more individually and cooperatively than has traditionally been the case. Third, the curriculum promotes more cooperation among faculty members, who, even at a small college, tend to teach and work alone, or at best within departments. Those of us who have tried cooperative efforts realize that they are not easy and make new demands on time and talents. Several of our faculty initially expressed this reservation, fearing that the new program would weaken professional ties and require them to do things for which they were not prepared. However, the majority felt that, although the curriculum demands some very real changes in style of work, it enables each faculty member to teach in the best way--as an intelligent, sensitive human being with a particular professional and academic background.

II. DESCRIPTION OF THE PROJECT

A. The Freshman Institute

During the ten days before the opening of the regular school year, the Freshman Institute provided all 350 freshmen with an extended orientation to college life and with an intensive program of study and practice in communication skills.

Twenty-six faculty members representing most academic departments took part, each working with a group of about 13 students. Thus, each student had the opportunity to work closely with an experienced faculty member who served both as a writing coach and an adviser during the student's opening days at College.

The purpose of the Institute is to enlarge the student's understanding of and to improve his skills in responsible expression. To this end, each student attended six lectures on various aspects of communication; participated in workshops dealing with reading assignments and writing; wrote four essays which were carefully evaluated and discussed with him, and gave a brief speech. A few students also took part in panel discussions and used tape recorders for self-criticism of their speeches. In addition to these more traditional approaches, the Institute focused on the film as a means of expression. Besides viewing and discussing four carefully chosen commercial films, each group of 13 planned and produced its own 8mm. movie.

The Institute was required of all entering freshmen and was graded on a credit/no credit basis.

Appendix 2 contains a more detailed description of the 1969 Institute, including a complete schedule of events.

B. The Freshman Colloquium Program

When regular classes began in the fall, each freshman continued his small group learning experience, meeting in a Colloquium with 11 fellow freshmen and a professor, who was usually different from the one he had worked with in the Freshman Institute. Student preferences, based on one-page descriptions of each topic, were used to form the Colloquium groups.

The freshmen and their Colloquium professor sought together to accomplish a number of objectives. First, they explored and reflected upon materials of substantive academic content which, while usually centered on a particular theme or topic, did not heavily overlap the introductory course to an academic discipline. Rather, the Colloquium provided an introduction to scholarship in the liberal arts tradition. Second, each professor worked with his students on the development of effective written and oral communication, begun in the Freshman Institute. Third, the professor served as his students' academic adviser, giving each one individual attention in the selection of his courses and the planning of his education at Hiram. Finally, the professor sought to cultivate the students' moral sensitivity, imagination, perspective and taste.

The Colloquium planning committee encouraged a wide variety of topics, formats, and teaching techniques. The following examples from the sixty 1969-70 Colloquium titles indicate the rich diversity offered: "Evolution and Modern Man," "History and Fiction," "Computers and the Mind," "Concepts and Issues in Human Freedom," "Art: Image, Medium, and Meaning." Professors employed a variety of informal and sometimes creative techniques in their Colloquia, e.g., group discussion, the viewing of films and slides, independent research, meetings in the professors' homes, and field trips.

Students selected two Colloquia, one in the first quarter and another with a different professor and group in either the second or third quarter. The professor of the student's first Colloquium remained his adviser until the student selected a specific area of academic concentration.

Performance in the Colloquium was graded on a credit/no credit basis. Students who received a "no credit" evaluation were given a chance to receive credit by correcting their deficiencies. Some enrolled in English 101 or Speech 101; others read special assignments and reported on them; and some took a third Colloquium.

Appendix 3 contains more details about the Colloquium program, a complete list of titles, and some samples of the one-page course descriptions.

C. The Twentieth Century Course

The Twentieth Century and Its Roots, a year-long, 15 credit-hour course for all 350 freshmen, was designed to help students critically examine our society.

The course was divided into units representing important trends and issues of the twentieth century. Each unit was introduced with a consideration of the contemporary relevance of the problem; in following sessions the topic was developed and historical background was provided. Three or four times a week the freshman class met as a whole to hear guest speakers and films as well as lectures by Hiram faculty. About once a week the class divided into small groups, led by upperclassmen, to discuss the issues, the assigned readings, and the students' position papers.

The various units of the course were:

Fall Quarter

Introduction: Issues of the Nineteenth and Twentieth Centuries
Alienation
Racialism
Industrialization and the Urban Crisis
Modern Science and Its Effect of Society

Winter Quarter

The Image of Man: Literature and the Arts
Socialism and Communism
The Mind of Man: Philosophical Antecedents of Current Views
Nationalism
Imperialism and the Europeanization of the World
Population, Poverty, and Pollution

Spring Quarter

War and Revolution in an Age of Violence
Morality in Contemporary Society
Religion and the Church in Contemporary Society
Responses to Crisis: Man's Search for Meaning

The underlying theme of the course was developed as follows:

> Twentieth century man may be contrasted with nineteenth century man, who in general believed that history progressed inevitably toward a better state of life. This optimistic belief is found in all facets of life and thought in Western Europe and America. But twentieth century man has struggled with a rapidly changing world in which old institutions, values, and hopes are eroding. The First World War ushered in the era of anxiety, violence, and frustration. In the Second World War man acquired the technical ability, for the first time in history, to destroy all life. Ironically, the scientific and technological foundation

> which gave substance to the belief in progress have, in the twentieth century, produced some of man's most serious frustrations.

From this perspective, the course encouraged students' intellectual involvement with the ethical issues of the day. Throughout the course the freshmen considered problems like the population explosion and such related ethical questions as:

> Should governments forcibly require birth control? Will some segments of the population be forbidden to reproduce? Who will decide these and similar questions, and how might the decisions be enforced?

Besides requiring the students to exercise ethical judgment and encouraging them toward moral sensitivity, the course attempted to heighten the students' cultural awareness by incorporating concerts, plays, and artistic events.

The Vachel Lindsay Room in the library served as an informal reading room for members of the course. Books, periodicals, and art displays were provided, and students and faculty were encouraged to browse and read there.

To facilitate communication, a newsletter, edited and published by freshmen, was distributed periodically. It served as a forum for student and faculty reaction to movies, lectures, etc.

D. The Freshman Year, Overall

Since Hiram is on the 3-3 plan, students usually take three concentrated courses each fall, winter, and spring. Therefore, in addition to the five courses in the new freshman program, students take four electives. This provides an opportunity to explore several areas or to start on a major area of concentration.

A typical freshman schedule looked like this:

Mid September	Fall Quarter	Winter Quarter	Spring Quarter
Institute	Colloquium I	Colloquium II	An Elective
	20th Century	20th Century	20th Century
	An Elective	An Elective	An Elective

III. RESULTS AND STATUS

Although it is too early to draw final conclusions about the success of the new curriculum, the first year evaluations indicate that, in general, the freshman program went well. It is being continued in essentially the same format this year with the help of a renewal grant from the National Endowment for the Humanities.

This chapter of the report provides a critical analysis of the successes and failures of each of the three components of the new freshman program and indicates the changes which have been made. Later sections in this chapter summarize the student course evaluations and the preliminary results of the study of the general impact of the curriculum on students.

A. The Freshman Institute

Both faculty and students judged the Institute to be quite successful. For example, more than 95% of both groups agreed with the statement that the Institute was a good way to start a freshman's education and should be continued. In his final report the director, Dr. John Shaw, put it as follows:

> Generally speaking, all participants, faculty and students, entered into the venture with high hopes and good intentions, and generally speaking the consensus gentium was that the Institute worked well. Teachers met their responsibilities faithfully, and students fulfilled their obligations. Success was in the air and enthusiasm characterized the atmosphere, and most participants seemed to have a good feeling about the Institute throughout the ten days. While it is a cliche that no educational experiment ever fails, in the case of the Institute I think we truly are on to a uniquely strong program. There is no question that it should be repeated as an important component in Hiram's new program.
>
> Much . . . can be done to improve the Institute, . . . but I hope they (the new staff) will . . . not depart too far from a successful formula.

Mr. Shaw's report then goes on to examine in depth each aspect of the 1969 Institute. The complete report, selected faculty comments, a table summarizing faculty comments and ratings, a random sample of student comments, and an article from the student newspaper by a freshman about his experiences in the Institute can be found in Appendix 5. In this section I will combine a summary of Mr. Shaw's position with the faculty and student evaluations and with my perspective as project director, an educational researcher, and a dean.

As indicated above, Mr. Shaw viewed the Institute as an overall success and recommended that we follow a very similar schedule of events the second year, strengthening what was best and improving what was less effective or not so well organized. Later, Mr. Shaw agreed to direct the 1970 Institute. His appointment, of course, led to the adoption of his recommendations about the general format of the Institute. The complete schedule for the September 1970 Freshman Institute is contained in Appendix 6.

With regard to the 1969 Institute, both faculty and students agreed with Mr. Shaw that, overall, it was worthwhile and should be repeated. However, I think that there was less agreement about why it was successful. One faculty member said, "I feel this program was one of the most dynamic academic programs in which I have ever taken part. I do feel, however, that much of what was planned was not the most successful part of the Institute." Another said, "The best results of the entire Institute was having freshmen around without . . . upperclassmen who are already bored with this life. We hit on a formula that works because freshmen . . . can excite each other. They are unafraid; the atmosphere is one of 'this is our school'." Likewise, what freshman felt they got from the Institute was not always what had been planned. Many felt they learned to communicate a little better, but even more of them felt that what they had learned was mainly in the area of adjusting to college work, making friends, understanding themselves, etc. For example, one freshman stated, "I loved the Institute. I'm sure that I'll feel very comfortable at Hiram when classes begin. The Institute took care of the uneasiness of being a freshman. I know what to expect from Hiram and what is expected of me."

Students, faculty, and the director all agreed that too much had been attempted for ten days and that the pace was too tiring. One freshman commented that, "The rumor going around is that if you can survive the Institute you can survive anything.... The Institute has created in me an excitement for the coming years, but the frustration of these ten days I will not forget." Others complained that they did not have time to do their work well or to rewrite papers. Because of these concerns, one paper and the speech were eliminated from the 1970 Institute. This was no doubt a desirable change, but several freshman had commented that the work, coupled with the pass-fail grading, helped them get ready for the rigors of college. Others felt that the fast pace kept them from being homesick.

The freshmen rated the Institute quite highly as a vaulable orientation to the College, the curriculum, the faculty, and the other freshmen. As indicated above, this seemed to many to be the main value of the program.

Student ratings of the specific components of the Institute, while usually positive, were lower than might have been predicted. The freshmen, as a group, were ambivalent about the more traditional aspects of the program--the readings,lectures, discussions, papers, and speeches. However, they did rate two important aspects of the program, the writing workshops and the making of the 8mm. film, as quite valuable.

The sensitivity training session, which students and faculty attended en masse in the gymansium on the first day of the Institute, was highly controversial. Mr. Shaw at first recommended that it be held again this year with somewhat smaller groups and better orientation. He felt that faculty uneasiness during the session should not be allowed to prevail if students felt they benefited from it. However, student evaluations were very mixed. We finally decided to make sensitivity sessions available, but optional, for each small workshop group in the 1970 Institute.

In summary, Mr. Shaw's general planning for the 1970 Institute was based on the premise that various components of the program were sound in principal, but could be improved by better organization, preparation, and selection. Thus, the changes were minor. There were: four lectures by outstanding guest speakers, instead of six by Hiram faculty; three papers and a library exercise instead of four papers; different commercial films; and new readings. Additionally, there was a general tightening up of of the organization of the program--better scheduling, greater availability of filming equipment, etc.

Recently completed evaluations of the 1970 Institute indicate that it was, indeed, even more successful than the 1969 Institute. Mr. Shaw felt that he had been able to achieve his goals of better organization and of strengthening last year's weak points. Student evaluations were quite positive. This was especially true of the ratings of overall satisfaction and of professers as persons. However, in spite of the careful selection, the freshmen were not enthused by the lectures, which received by far the lowest overall ratings of any component of the Institute. As was the case in 1969, the freshmen viewed the value of the Institute primarily in terms of the tone it set for the year. The sentiment behind the following freshman comment would be shared by many.

> I think that the Institute was a good orientation to college, and some of the faculty. I'm really glad that I took it because I don't feel as lost now as I did when I arrived. It's like an extremely effective, rigorous orientation.

B. The Freshman Colloquium Program

Almost all of the freshmen stated that the Colloquium Program should be continued. About 80% were at least moderately satisfied with their particular Colloquium sections, describing them as interesting and valuable, praising the informality, and suggesting that there was better student participation than in most courses. Although a number of students were dissatisfied with one or both of their Colloquia, most of them still generally favored the program and its continuation.

Dr. Robert Watson, director of the program, began his report by discussing the "varying but substantial" degree of success achieved in meeting each of the four central goals of the program. After making suggestions for the improvement of the program, he concluded by stating:

> I complete these two years of work on the design and implementation of Freshman Colloquia firmly convinced that the program we have conceived and operated this year is pedagogically sound. I firmly believe that the purpose and methodologies of the Freshman Colloquium Program are synonomous with the appropriate and genuine purpose and methodology of the liberal arts college. Both harbor a primary commitment to academic excellence in the exploration and examination of problems and issues of mutual faculty and student interest, and in those processes, a primary commitment to the dignity and the worth of the human person.

Mr. Watson's complete report and selected comments by students and faculty are included in Appendix 7. Mr. Watson has integrated much of the data from student and faculty evaluations into his quite comprehensive report. The following paragraphs draw heavily from it.

Mr. Watson felt that the Colloquia included both variety and quality of substantive academic content, the first goal of the program. The sixty Colloquia were offered in topics "as rich and varied as Shakespeare, evolution, computers, and love." The Executive Committee carefully screened each Colloquium proposal to make certain that substantial academic problems were to be covered and also to be certain the proposed

Colloquium would not be just an introductory departmental course. That is, Colloquia were to be different in content and method from the usual freshmen courses, but academically sound.

Nevertheless, there was faculty and even some student concern that the Colloquia were not rigorous or substantive enough. One faculty member wrote, "I was strongly impressed by the sense that they were not challenged enough and not induced or forced to do enough work." The planned informality and flexibility of the Colloquia also led to comments like the following from a student, "My Colloquium helped me develop an interest in (the subject) ... But if there had been structure and the pressure of grades I would have gotten more out of it."

I think that the above concern is based primarily on two factors. First, there was the lack of experience on the part of most faculty and students with this type of course and especially with the credit--no credit grading. The adjustment to an emphasis on self-directed and self-motivated learning is always difficult and anxiety producing. It is interesting to note that several faculty members commented that they felt more confident about their ability to work within the credit--no credit grading system after their second Colloquium.

A second factor influencing concern about the amount and quality of learning in the Colloquia is, I think, a basic philosophical misunderstanding or disagreement about the nature of the Colloquium Program. Although we all want students to learn a lot from their Colloquia, those of us who were involved in the initial planning intended that learning be defined quite broadly. It should be noted that freshmen, who have a tendency to use the term "learn" more broadly than faculty, said (in their course evaluation ratings) that they learned as much from the Colloquia as from their traditional courses. I feel that one of the most important things a freshman (or a faculty member) can learn is that ultimately the student must take the responsibility for his own education; at best the professor can excite his interest, guide him, and provide a model of the humane and intellectual life.

I agree with Mr. Watson that the Colloquia were successful in achieving this first goal of providing substantive academic content. Furthermore, I felt that we were also fairly successful in reaching students on the deeper level of their intellectual attitudes. Some evidence of this type of learning is presented in section E on the general impact of the curriculum.

Mr. Watson concluded that the second major goal of the Colloquium Program, improved academic advising, was achieved to a substantial degree.

Freshmen clearly felt more satisfied with their adviser last May than had the previous freshman class at that time. I think that many faculty, while acknowledging some improvement, felt that the original goal of a year-long, continuing personal relationship with advisees was not fully achieved. Perhaps that was too much to expect.

The third objective, to continue the all-college emphasis on written and oral communication begun in the Institute, was also significantly achieved. Mr. Watson reported that:

> Oral communication, most frequently in the pattern of formal or informal discussion, received considerable attention in both Colloquia. Some students, however, in their year-end evaluations expressed the desire that even more attention be given to this dimension of the purpose for Colloquia. Several faculty members in the program have shared with me their observation that an unusual number of freshmen this year are willing to speak and discuss issues in the traditional elective courses in which they are enrolled. Many factors account for that willingness; I am certain among them may be the emphasis in the new curriculum upon oral communication.

Although the amount of student writing varied from one Colloquium to the next, there was considerable attention to it in almost all.

An encouraging objective measure of the effect of the new freshman program, as contrasted to the previously required freshman English courses, is the results of the standardized College Board English Composition Test. Simply put, relative to their scores as high school seniors, last year's (new curriculum) freshman did significantly better on the English Composition test given at the end of the freshman year than had freshmen the year before. A more complete discussion of these test results will be given in section F.

About the fourth major goal, Mr. Watson stated:

> While no effort has been made to identify specific components, the Freshman Colloquia were also designed to address humane, moral, and aesthetic concerns. The spectrum of interest in this regard and the variety of approaches among Colloquia have been rich. My observation has been that they have been utilized effectively to that end this year by our faculty. Most impressive is the testimony by nearly eighty-five percent of the students that their particular Colloquia achieved average to high success in this area.

In his report, Mr. Watson described a number of administrative procedures which he felt made the Colloquia successful. For example, a procedure was developed to maximize student preferences. This led to almost all students getting their first or second choice both terms; to everyone's getting at least one first choice; and to about two-thirds' getting their first choice both quarters.

Mr. Watson reported that all of the forty-five participating faculty agreed the program should continue; that all those returning to Hiram were willing to teach in it again; and that the majority expressed a strong desire to do so. For example, one professor wrote in his evaluation, "I think it is an excellent program--perhaps the most imaginative and most successful of our new freshman programs (all of which look good to me)... I have not enjoyed teaching any course more than this one." Of course, many faculty were more reserved, evaluating their particular Colloquium more harshly than had the students. Many shared the sentiment of one who said, "I feel the weakest point is probably that the instructor is experiencing a new situation ... we'll all learn."

As stated earlier, students rated their Colloquia quite highly. This was especially true first and second quarter. Mr. Watson analyzed in detail the possible reasons for the lower third quarter ratings and concluded, correctly I think, that they were primarily due to unusual circumstances (e.g., the Kent deaths) rather than something inherently related to having Colloquia in the spring.

Finally, Watson made a number of suggestions. Some of them have been adopted in this year's Colloquia; the others will probably be considered as the second year progresses. Watson recommended: earlier and more careful selection of staff; closer integration with the Institute; resistance of any effort to make sections larger than 12; a review of the credit-no credit grading; more formal guidelines for the amount of written work expected; and consideration of the possibility of moving the second Colloquium to the sophomore year. He also made several administrative recommendations.

The new director, Dr. Brainerd Stranahan, has made very few changes in the basic operation of the program, except those intrinsic to different administrative styles. That is, the 1970-71 Colloquium Program is identical to last year's in objectives, in class size, in grading methods, in student selection procedures, etc. Appendix 8 contains the titles of the Fall 1970 Colloquia; several are quite similar to successful ones taught a year ago.

C. The Twentieth Century and Its Roots Course

Student evaluations of the Twentieth Century Course indicate that it was moderately well received, being rated about the same as the average, freshman course had been in 1968-69. As such it was apparently the least successful and most problematic part of the new freshman program. There is no doubt that the task of administering the course was heavy and trying. It is also generally agreed, even by the freshmen themselves, that the students did not respond as well to the freedom and the demands of personal responsibility as we had hoped. However, I will argue later that the ultimate educational value of a course, especially one with goals like those of this course can not be measured entirely in terms of immediate student or faculty satisfaction or even by the consensus of what students did and "learned" in the course.

Both co-directors, Dr. Wilson Hoffman and Dr. Eugene Peters were discouraged and frustrated by their experiences with the course. Both reported that they felt the course demanded of them an overwhelming amount of time and emotional energy which was not accompanied by rewarding outcomes. They felt the course was at best moderately successful and that its problems were intrinsic and, thus, not easily solved. Both recommended that the course be phased our or drastically modified. Their complete reports are presented in Appendix 9 along with selected comments from upperclass discussion leaders and freshmen. Mr. Hoffman's report is an extensive and thorough evaluation not only of the educational aspects and value of the course, but also of the many administrative and technical problems which he encountered. He included numerous specific suggestions for altering and improving the course.

These suggestions were carefully considered in planning for the 1970-71 Twentieth Century Course. A number of them have been incorporated, but it was decided to retain the same basic format, at least for this year. The new director, Mr. Paul Rochford, a member of the staff last year, evaluated the program quite differently than did Mr. Peters and Mr. Hoffman. He and his new committee felt that the course was basically sound and workable. They felt that relatively minor changes should be tried and evaluated before making any of the major changes suggested by Mr. Peters and Mr. Hoffman, e.g., eliminating one or more quarters, shifting the course to one of the upperclass years, or making it optional. The syllabus and regulations for the 1970-71 Twentieth Century Course make up Appendix 10.

What can be said about the educational value of the course last year? As indicated by ratings of expected satisfaction in September 1969, the vast majority of the faculty and freshmen had high hopes for the course. Many felt that this program would really excite the intellectual imagination of freshmen. It is clear from the May ratings that, for most faculty and students, the course in general fell far short of these aspirations. Undoubtedly, the relatively large size of the course, the heavy dependence on the lecture method, and the fact that it was required of all were important causes of the relative disillusionment of freshmen. It is not entirely clear why the general faculty were dissatisfied, but there is evidence that it was mainly due to discouragement about the freshmen's apparent failure to respond deligently and enthusiastically.

However, I am sure that Mr. Hoffman and Mr. Peters would agree that if a college can accelerate students' acceptance of responsibility for their own education, without too many casualties, there will be positive implications far beyond the frustrations and evaluations of the moment. I think we must grapple with three related questions. First, to what extend did the course fail to reach or actually impair the educational development of students? Second, to what extent has this course led students to increased personal involvement in their education and to other desirable attitudinal and value changes? Third, how did this course compare with the likely (or even feasible) alternatives?

Of course these are difficult questions to answer with anything like certainty. Mr. Hoffman felt that a larger percentage of students were missed than in his typical history classes. This may be true, but I wonder if we really failed to reach as many students as we think. Although students often talk a better game than they can play, I was touched by the following comment from a freshman on his first quarter evaluation:

> Possibly the reason so many of us have not gotten lots out of the course is because it is such a change from high school. While I may not have gotten all I should have out of the course I have learned other things even more important. I am slowly learning the value of learning, of doing things on my own for a course. This is so important. And I think we are all slowly learning this and next quarter will be better. I hope you are not going to structure it more... I like the respect the students are treated with. Next quarter sounds very good. I'm sorry I have to go home for 3 weeks. I wish we could start next Monday.

Throughout the year, many freshmen expressed similar, if less eloquent, feelings. A recent discussion, with a random group of fifteen students who are now sophomores, leads me to believe that we reached more students than would be apparent from things like attendance records. All of these students felt that the course should be continued in the future because it had exposed them to a rich mixture of ideas and problems which are proving even more valuable this year than had been anticipated. Several voluntarily expressed embarrassment and guilt about their lack of effort in the course last year. This could be interpreted as evidence that the experiment of giving students' responsibility was a failure. However, I think that the fact that students are beginning to realize that they are the ones who have lost out is an important first step. One upperclass student discussion leader put the case as follows:

> Though the course had its ups and downs, it has placed the emphasis on education where it belongs. If colleges... are to become truly centers of intellectual endeavor the emphasis and responsibility for education must be placed with the students... Although I share the frsutration of Dr. Peters and Dr. Hoffman about lack of individual responsibility, work, and attendance, I cannot help but believe that the majority of my discussees as well as myself were never trained to think for ourselves... preceding (coming to) Hiram College. Even though some of the present attitudes and results (seem)... negative, one cannot measure results in short run terms. But instead (one) must evaluate this course, and its resulting effects upon the class of 1973, over the next four years. Then and only then can an adequate appraisal... of the Twentieth Century Course be given... There comes a time when everyone must take responsibility for their own lives. The 20th Century course offers everyone a chance, and a chance is all an education, it seems to me, can offer.

Mr. Peters and Mr. Hoffman would not disagree with this statement, but they concluded that, rather than leading to increased educational responsibility, the course led many students toward slovenly habits, superficiality, glittering generalities, and watery discussions. Perhaps this is true, but I am more inclined to believe that these undesirable habits and modes of thinking were already present in the freshmen. My hypotheses is that the Twentieth Century Course just brought out into the open what is always there, but less noticed, in traditional underclass college courses. The Twentieth Century Course encouraged, even forced, students who would ordinarily not venture an opinion, much less take a position, to do so. I think that freshmen must express their opinions before they can understand how deep their lack of knowledge runs and before they can learn to discipline themselves intellectually.

In sum, I feel that the Twentieth Century Course did reach most freshmen and did indeed have positive long term educational and intellectual effects on them. My feelings about this are based in large part on the preliminary results of the evaluation of the general impact of the curriculum, which are presented in section F of this chapter.

All this is not to say that the course went extremely well or that it could not be improved. But it seems to me that we must always compare our results to the probable alternatives as well as to the ideal. In this regard, I feel that, as professors, we tend to overvalue what students get out of and retain from our regular courses.

In retrospect, it may well have been unnecessary and unwise to expect new freshmen in a large, required course, no matter now vital the topics, to suddenly change the habits of twelve years of school. I would hope that this experience would lead us to search for better methods of bridging the transition to self-directed learning rather than lead us to abandon the struggle.

At any rate, this year's Twentieth Century Course is more "structured"; attendance will be taken from the first and letter grades given, though still largely on the basis of student papers or projects rather than on the basis of examinations. Although there was general agreement by the end of the year that such changes were desirable, there was some dissent especially from students who felt they had matured due to freedom given to them.

Mr. Peters raised a related question about whether this type of course is appropriate for freshmen. He now thinks not, stating:

> I am now pointing merely to their lack of experience, their sometimes impetuous judgment, or their youthfulness. What here concerns me is the simple fact that few if any of these youngsters have a discipline; most are uncertain as to their respective majors, and none has achieved anything like a mastery of a body of knowledge. How then can they be expected to be generalists at this point in their educational evolution? They should be reflecting on the issues of the day, but their reflections are likely to be amateurish. They did not write good position papers in part because they had no positions to state. And at the root of it all is the fact that without a degree of competence in a speciality, one is empty-handed in coming to the generalities.

This criticism cannot be dismissed lightly because it plagues all of us within our own disciplines; that is, should we deal with the broad generalities and the implications of our disciplines in the lower level course or must they be postponed until the senior year, or perhaps until graduate school. It seems to me that even though it may be more logical and in some ways more desirable to wait with the big issues, students will no longer allow us to put them off. We must, I think develop educationally sound ways of helping freshmen deal with generalities. This does not preclude the possibility that the Twentieth Century Course might be more appropriate for upperclassmen, but at least for this year it was decided to keep the course at the freshman level.

Both Mr. Peters and Mr. Hoffman feel, with considerable empirical support, that it is very difficult for the large lecture format to be more than moderately successful. They feel that often a speaker must prostitute himself in order to get students to pay attention and that several excellent, scholarly lectures were not sufficiently appreciated. This does seem to have been the case. Whether it is due to the times, the students' expectations about the course, or the atmosphere and poor acoustics of the Hiram auditorium is hard to say. Although students at large universities often complain about the size of their classes, I think it is safe to say that even today there are many highly successful lecture courses with far more than 400 students. Perhaps students are more willing to listen quietly and attentively to lectures on topics which are less "relevant" and do not seem to demand action. In his report, Mr. Hoffman suggested a reduction in the number of large group sessions per week from four to two. The new syllabus generally calls for three such sessions per week.

The evaluations of the past directors and of the freshmen indicated that interest in and support of the course decreased as the year progressed, falling off badly after the May fourth deaths at Kent State and the resulting student "strike." There does seem to be reason to believe that three consecutive quarters may be too long. However, it was decided to continue with the full year format for this year.

As Hoffman pointed out, the students rated the reading assignments as quite low in value. Some upperclass discussion leaders went so far as to tell the freshmen not to read them because they were irrelevant. The readings, while not flashy, were certainly related to the topics of the course; were manageable in length; and were not stodgy in comparison to readings for most college courses. I think here, as with the lectures and many other aspects of the course, the problem lay more in student expectations about this "exciting, relevant course" than in the actual reading list. The moral may be that it is very difficult to deal rigorously with contemporary problems in ways which will be well received by students. Perhaps students are even more critical than in courses dealing with traditional academic topics. At any rate the 1970-71 committee tried to select readings which would be more appealing, and yet educationally sound; they include, for example, much fiction.

As implied above, the upperclass discussion leaders were a persistent and frustrating problem for the directors. Hoffman acknowledged,

> Discussion groups, despite problems, were probably the most successful--and popular--part of the course... Most leaders were conscientious and good. Many spent more time meeting in groups and individually with their students than faculty would have done. The College owes them its thanks for without them and their free labor (they received academic credit) the Twentieth Century would have fallen flat... Yet, the leaders were a serious problem and caused us more anxious moments than any other aspect of the course. We could not control them. Little did we realize that no matter what we said they would strike off on their own.

In good part due to these problems, there are only ten student leaders this year instead of the thirty of last year. They will be paid one hundred dollars per quarter rather than receive credit, and they will work directly under the supervision of one of the five faculty members teaching in the program. Each of these faculty members is released from one regular course each quarter to work on the Twentieth Century. He will be responsible for four discussion sections, leading two of them each week, then alternating groups with the two student leaders working under him. We anticipate that this arrangement will work more satisfactorily.

Finally, Mr. Hoffman recommended that the course be made optional, or at least one option from among several that students might pick to fulfill the general goal of acquainting them with the Twentieth Century and its multi-faceted problems. The recommendation has not been adopted for this year, but I think it is a good one and would reduce many of the problems related to the course. However, one original goal of the course was that of providing a common intellectual experience for all freshmen.

The general issue of the format of the course will be discussed in depth this year. Some major changes are probable, but it is hard to predict what they will be at this time.

D. Other Components of the New Curriculum

The Freshman Institute, the Colloquia, and the Twentieth Century Course were funded by the 1969-70 National Endowment grant. This year the renewal grant is additionally funding the other three aspects of the curriculum. Thus, it seems appropriate to report briefly on their status.

The Interdisciplinary Courses, generally taught by two faculty members from different departments, introduce the upperclass student to a number of disciplines and methods of approaching problems.

These courses have two main objectives: to introduce the student to the methods and ways of thinking of several disciplines; and to help the student find answers to the questions he asks of the various disciplines. Hiram's Interdisciplinary Courses center around a problem or phenomenon which transcends the scope of a single discipline and can be studied in depth from several points of view. The aim is to help students not only broaden, but also integrate their knowledge.

The faculty developed sixteen Interdisciplinary Courses which will be offered this year, 1970-71. Understandably, the process of development proved arduous, time consuming, and expensive. Thus, the College released about 15 faculty members from one course during the 1969-70 year so they could plan their Interdisciplinary Course for the following year. In addition, we received funds from the National Endowment for the Humanities which enabled members of the faculty to devote the summer months of 1970 to the preparation of these courses. Brief descriptions of the courses offered this year can be found in Appendix 11.

As stated earlier, Hiram's Area of Concentration is a broader and more flexible definition of the in-depth study usually required for graduation. Besides offering the established concentrations which resemble traditional majors, we are encouraging students, in consultation with their advisers, to plan individualized areas of concentration. These concentrations must have a definite and educationally justifiable aim. They may include an organized group of courses from more than one department, such as "music and religion" or "history, philosophy and political science" or they may focus on an era, problem, or special field of inquiry such as the "Nineteenth Century," "Developing Nations," "Afro-American Studies" or "Comparative Literature." In planning such a concentration, a student may include independent study and/or study at another college or university. We have received modest support from the Humanities Endowment to encourage development of the individualized Area of Concentration. A list of individualized Areas of Concentration is provided in Appendix 11.

The Activity Units Program is an aspect of the new curriculum which we hope will lead to a broader conception of education at Hiram. The program was instituted to encourage students to learn about and participate in a wide range of activities outside the usual course structure of the curriculum. It was felt that an educated person should develop a number of skills and interests in addition to reading and writing. The Activity Units Program began last year, but is still developing. Approved activities include: orchestra, musical ensembles, debate, the tutoring program, dramatic productions, physical education activities (swimming, golf, tennis, etc.), arts and crafts, the College newspaper, and voluntary physical therapy. A complete list can be found in Appendix 11. We would like to see this program develop to include many more activities, especially in the visual arts and in social service areas. We have obtained a small amount of support from the Humanities Endowment to serve as "seed money" for the encouragement of such activities.

There are other contemplated changes in the instructional program which are less clearly formulated, but deserve mention. For several years, faculty committees have been considering possible calendar changes. While there is a general acceptance of many features of the present 3-3 calendar, there is considerable interest in adopting a calendar which would allow the possibility of a short, intensive term when students could concentrate on one topic, perhaps off-campus. It will also be financially necessary to build the Freshman Institute into the regular calendar and faculty loads by 1971-72. While these considerations would lead one to predict a calendar change in the next year or so, it is not clear exactly what form it will take.

There has also been faculty discussion about, and student interest in, providing more opportunities for off-campus study and field experiences. These experiences might become part of many individualized areas of concentration or might even be expected of all students.

We are also considering the expanded use of truly independent study in which students cover certain subjects with the aid of programmed materials, tapes, etc.

E. Student Course Evaluations

Although there have been some references to the student ratings in the previous sections, I want now to examine these ratings per se. Student evaluations can provide only one aspect of any comprehensive evaluation; and the use of rating scales offers only a limited view of the variety and complexity of student reactions. There is also the important problem of the validity of the questionnaire items. That is, do the respondents interpret the questions as they were intended, and will they answer the questions truthfully. For all these reasons, we have been careful in the construction of the questionnaires; have always solicited comments as well as ratings; and have not relied exclusively, or even primarily, on student ratings in evaluating the Hiram curriculum. I hope that the preceding sections bear out this statement.

In spite of the problems, I feel that such ratings and the statistical tables which result from their compilation are important and should be examined. These statistics have the advantage of representing in summary fashion the views of whole groups, thus, eliminating much of the bias which is inherent in quoting selected comments or in using the personal evaluations of program or project directors. Furthermore, student perceptions of events are important, even if we happen to feel they are not fair or valid.

Appendix 12 provides several reports and tables dealing with student course evaluations during 1969-70. The 1969 Freshman Institute evaluation is followed by a narrative report and tables summarizing the student evaluations of all first-quarter courses including the traditional, departmental ones. Next there are tables for: Colloquium II (second and third quarters combined); second and also third quarter of the Twentieth Century Course; the composite of all evaluated traditional courses second and also third quarter ; and the 1970 Freshman Institute evaluation. It should be noted that these composite evaluations as well as tables and student comments about each course were shared with the appropriate program director and with the professor of the course.

Table 1 provides a comparison of the overall satisfaction of freshmen with the various components of the curriculum. The numbers in the table are composites of the ratings of the various class sections of the Colloquia, Twentieth Century, and traditional (departmental) courses which were evaluated during the year.

Table 1. Course Evaluations by Freshmen
1969-70, All Three Quarters Combined
Overall Satisfaction

Rating Categories	Colloquia	20th Century	Traditional Courses
6 (Very Satisfied)	30%	8%	24%
5 (Satisfied)	36	32	38
4 (Fairly Satisfied)	15	32	21
3 (Somewhat Dissatisfied)	10	18	12
2 (Dissatisfied)	4	8	3
1 (Very Dissatisfied)	3	2	3
Average Rating	4.68	4.08	4.59

Several things should be noted about Table 1. First, there is very little difference in the average ratings or the distribution of ratings between the Colloquia and the traditional courses. In both cases more than 80% of the students expressed at least moderate satisfaction. I think this speaks well for the Colloquia and for the traditional courses, which were electives or courses related to the student's major area. A second obvious fact is that the Twentieth Century Course was rated significantly lower than the other two types of courses.

Differences in the ratings of overall satisfaction at the end of the three quarters of the school year were small and probably mainly due to factors outside the courses themselves, e.g., differences in the percentages of students completing questionnaires and the effect of important outside events like campus turmoil following the Kent State deaths. Appendix 12 contains a discussion of some of the problems which arose when attempting to make fair comparisons of the three types of courses and of the differences between the fall, winter, and spring quarters.

A somewhat different slant on the same general topic is derived from ratings on the Satisfaction with Hiram Scale which freshmen completed three times during the year (September, December, and May) and the faculty & staff completed twice (September and May). Respondents were asked at the beginning of the year to rate their expected degree of satisfaction; later they were asked to rate their actual general satisfaction with about a dozen aspects of Hiram College. Tables 2 and 3 provide the ratings of the curricular components of the College. The ratings of other aspects are reserved for the next section of the report.

Table 2. Average Freshman Satisfaction--1969-70
(6.0 is very satisfied and 1.0 very dissatisfied)

	Expected in Sept.	Actual in Dec.	Actual in May	Changes Sept. to May
Institute	4.94	4.39	4.49	-.45**
Colloquium Program	5.04	4.77	4.42	-.62**
20th Century	4.93	4.14	3.81	-1.12**
Elective courses	5.03	--	4.73	-.30**
Freshman courses (in 1968-69)	4.77	4.13	3.92	-.85**

Table 3. Average Faculty and Staff Satisfaction--1969-70
(6.0 is very satisfied and 1.0 very dissatisfied)

	Expected in Sept.	Actual in May	Change Sept. to May
Institute	4.58	4.69	+.11
Colloquium Program	4.89	4.55	-.34*
20th Century	5.02	3.88	-1.14**
Interdisciplinary Courses	4.02	4.20	+.18
Area of Concentration	4.95	4.63	-.32
Activity Units	4.10	3.90	-.20

Several conclusions about the information in these tables can be made. The freshmen (like most freshmen everywhere) began the year with high expectations for all parts of the curriculum and for most other aspects of the College as well. As is typical, these expectations were not entirely met and there was a significant drop from September to May for all types courses. However, only the Twentieth Century Course dropped as much as the ratings of "freshman courses" had during the 1968-69 year, i.e., before the new curriculum. There was significantly less drop in the ratings of the 1969-70 Colloquium Program, the 1969 Institute, and especially the 1969-70 elective courses than in the ratings of either the 1969-70 Twentieth Century Course or the 1968-69 freshmen courses, in general.

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* The change or difference is statistically significant at the 95% level of confidence.

** The change or difference is statistically significant at the 99% level of confidence.

Faculty and staff expectations were not as high as those of freshmen and their disillusionment was much less, except in the case of the Twentieth Century Course, for which faculty had the brightest hopes and the dimmest evaluation. Surprisingly, the Colloquium program did not meet faculty expectations, but its ratings were still quite high. The other components were judged to have worked out about as well as expected, or maybe even a little better in the case of the Institute and Interdisciplinary Courses.

It is worth noting that faculty and student evaluations in May were quite similar, with the faculty rating the programs slightly, but not significantly, higher.

Appendix 12 provides student ratings of: lectures, discussions, readings, etc.; the amount of work and difficulty of the courses; and the perceived effectiveness of the professors. The evaluations also provide information about which course components are characteristic.

A few comments may clarify the types of results present in Appendix 12. For example, the student evaluations indicated that the Colloquia differed from the traditional courses in ways consistent with the goals of the new curriculum, i.e., discussions, papers, field trips, and student reports were more characteristic of Colloquia than of traditional courses. In contrast to ratings of the Twentieth Century readings, which were quite low, Hiram students rated the readings in their Colloquia and traditional courses quite high. Freshmen acknowledged that they spent less time on their Colloquia and the Twentieth Century Course than on their traditional courses, which they also found more difficult. However, they said they learned as much in the Colloquia. Finally, Hiram professors were regarded quite highly in terms of their organization and preparation, fairness in evaluation, and personal interest in students. They were rated positively, though less highly, in getting students interested and making learning active.

F. The General Impact of the Curriculum on Hiram Students

The U.S. Office of Education has agreed to support, through a regional research grant to the project director, a study of the comparative impact of the new Hiram curriculum on the attitudes, values, satisfaction, and achievement of students. The basic design of the study involves a comparison of student development during the last few years of the former, traditional curriculum with student development during the first years of the new program. Appendix 13 is the research proposal and a later report to the Office of Education. It contains details about the design of the study and the instruments being used.

This type of research is fraught with difficulties over and above those intrinsic to any study of people and how they change. Appendixes 13 and 14 contain some discussion of the problems and our attempts to deal with them.

In spite of the difficulties, I feel that this project is both worthwhile and necessary. It will look at the effects of the curriculum and the Hiram atmosphere from a number of points of view and will provide data which will supplement the opinions and ratings of faculty and students. In this section I will present some preliminary results of the study, indicating the kinds of factors we will be studying in the next few years.

The design of this study assumes that students entering Hiram during the first few years of the new curriculum will be quite similar to students who came to Hiram during the last years of the old curriculum. Several lines of evidence indicate that during the last half dozen years there in fact has been rather remarkable stability in the number and types of students entering Hiram College.

For example, the average SAT scores of entering freshmen have been relatively constant since the mid 1960's. (Appendix 14 contains a graph showing the average SAT verbal and math scores each year from 1960 through 1970.) In recent years about half of the new students have come from the top quarter of their high school class and about ten percent have come from private schools.

In addition to the traditional admissions data, a number of other sources of information indicate that recent freshmen classes have not differed markedly. For example, there were no significant difference between the 1968 and 1969 entering freshmen on the College Student Questionnaire--Part I (CSQ I) scale scores. This was true not only of motivation for high school grades and of family social status, but also for the five attitude scales--family independence, peer independence, liberalism, social conscience and cultural sophistication. On only 25 out of 200 CSQ I items was there a significant difference between the 1968 and 1969 freshmen. The only apparent trend is that the 1969 freshmen were less involved in certain high school extracurricular activities, e.g., significantly fewer report holding school offices, or participating in science, music or school spirit activities. The 1969 freshmen also reported lower movie attendance and dating during high school. The 1970 CSQ I results are not yet available, but preliminary data from the American Council on Education Student Information Form (ACE) have been analyzed. They indicate general similarity between the 1969 and 1970 freshmen on several biographical and attitudinal items, e.g., items about the percentage planning graduate education, government priorities, current political preferences, and attitudes concerning student involvement in college affairs. One very marked difference is a jump from 28% of the 1969 entering freshmen to 72% of the 1970 group who favor a government program of tax incentives to control the birth rate. This is no doubt due to the widespread concern during the past year about pollution and population, which the 1970 freshmen believe should be the top two government priorities. The preliminary report on the ACE data is in Appendix 14.

In summary, there seems to be enough similarity between the first two new curriculum classes and previous entering freshmen to make valid comparisons of the impact of college.

Probably the most dramatic results of the general evaluation come from the freshman ratings on the Satisfaction with Hiram Scale. This short, locally developed questionnaire, which measures satisfaction with a number of specific aspects of the College, was mentioned earlier in the section on course evaluations. Table 4 summarizes the results of comparing the changes, from expected satisfaction in September to actual satisfaction in May, for the last freshman class to enter under the old curriculum (1968-69) with the first class to enter under the new curriculum (1969-70). Appendix 14 presents the results more completely.

It should be noted that both groups of freshmen made high and very similar expected satisfaction ratings in September, at the beginning of the school year. The only significant difference was that the freshmen who entered in 1969 expected to be more satisfied with the graduation requirements which, of course, had changed markedly. In both years new freshmen expected to be most satisfied with the faculty and least satisfied with the town and the social life.

In 1968-69, there was a large drop from the expected satisfaction in September to the actual satisfaction in May in all the rated aspects of the college except the graduation requirements, which had been changed during that year as part of the transition into the new curriculum. This indicates a marked disillusionment during the freshman year. Since, as Table 5 indicates, there was little difference between the May 1969 satisfaction scale scores of Hiram freshmen and those of freshmen at other colleges, it seems reasonable to conclude that this failure to meet high pre-college expectations is typical, even if disconcerting.

Finally, and most importantly, Table 4 shows that there was a significantly less disillusionment last year than in the previous year. This is indicated by the plus signs and asterisks in the last column of the table. It follows logically, and statistically, that satisfaction was greater last May with almost all aspects of the College. The exception was the social life; this was helped little if any by the changes in curriculum and social regulations.

Table 4. Average Freshman Satisfaction, 1968-69 vs. 1969-70
(6.0 is very satisfied and 1.0 very dissatisfied)

	1968-69		1969-70		Net difference--
Satisfaction with	Expected in Sept.	Actual in May	Expected in Sept.	Actual in May	69-70 change minus 68-69 change
The faculty	5.21	4.32	5.36	5.03	+.56**
The administration	5.04	4.21	5.04	4.71	+.50**
The students	4.91	4.12	4.83	4.36	+.32**
The town of Hiram and its location	4.11	3.50	4.08	3.77	+.30**
Your freshman courses	4.77	3.92	4.95	4.40	+.30**
The graduation requirements	4.39	4.29	4.88	4.77	-.01
Your adviser	5.12	4.24	5.07	4.64	+.45**
The social life	4.20	3.57	4.17	3.73	+.19
The physical facilities	5.04	4.39	5.09	4.63	+.19

Appendix 14 contains a table which compares the 1969-70 satisfaction rating of freshmen with faculty-staff ratings of the same aspects of the College. It indicates that in September the faculty and staff rated all aspects, except the town, lower than freshmen. However, there was little change in faculty ratings over the year, probably because most had had experience at Hiram prior to September and, thus, had more realistic expectations for the year. May 1970 ratings were quite similar for the two groups, except that the faculty & staff rated their satisfaction with the other faculty and with the administration significantly lower and their satisfaction with the town significantly higher than did the freshmen.

Table 5 presents the ten-item satisfaction scale scores from the College Student Questionnaire-Part II (CSQ II) developed by the Educational Testing Service.

Table 5. CSQ Satisfaction Scale Scores

Satisfaction with	National Norm Group	Hiram[1] frosh May '69	Hiram[1] frosh May '70	Difference-- 1970 minus 1969
Faculty	25.27	26.02	29.33**	+3.31**
Administration	26.33	27.39*	30.14**	+2.75**
Students	26.83	25.24**	28.10**	+2.86**

The table indicates that, in May 1969, Hiram freshmen were about average (compared to the national sample of students) in their satisfaction with faculty; somewhat above average in their satisfaction with the administration; and definitely below average in their ratings of other Hiram students. A year later there was significantly increased satisfaction in all three areas. The 1969-70 freshmen rated the Hiram faculty, administration and students significantly higher than students at other colleges rated their teachers and peers. In fact, Hiram freshmen rated their satisfaction with the faculty and administration higher than did students at more than 90% of the colleges in the national norm group. Appendix 14 contains information about how students answered the specific items which make up the above three satisfaction scales.

It is clear from Tables 4 and 5 that there was considerably higher satisfaction among freshmen in May 1970 than there had been the previous May. It is tempting to conclude that this difference was mainly due to the new curriculum. While I personally feel that this was the case, it must be recognized that other factors were also important. For example, the spring of both years was full of turmoil at Hiram as well as at campuses in general. And, while the faculty and administration's response to Black student demands and a class disruption seemed divisive in 1969, the handling of events following the Kent tradegy in 1970 turned out to be generally satisfactory, actually uniting most of the community. There were also some technical differences between the two testing sessions of the two years which may account for part of the difference. Nevertheless,

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[1] Asterisks in these columns indicate that the Hiram sample is significantly different from the norm group.

I feel that there was indeed significantly higher general satisfaction in May 1970, and that this was due, in large part, to the successful implementation of the new curriculum. One fact supporting this argument is that the higher satisfaction (and lower disillusionment) scores were concentrated in the areas which would, predictably, be affected by the curriculum; e.g., faculty, freshman courses, graduation requirements, and advisers as opposed to students, town, social life, and facilities.

Since only one year of the new curriculum has been completed, most of our information about student change is based on students under the old curriculum. These data will serve as a baseline or comparison in the study of the impact of the new program. I will comment only briefly on the two achievement tests and two attitude measures which we are using to measure student development.

English Composition (ENG), a standardized achievement test, is one of the College Placement Tests developed by the College Entrance Examination Board. Since students in the new Hiram curriculum do not take the traditional freshman English courses, it is important to measure their ability to write clear effective English at the end of the freshman year. The English Composition Test is designed to do this. Furthermore, the scores can be compared with scores on the CEEB English Achievement Test which many of our students have taken in high school. It was hypothesized that the new freshman program will lead to scores at least as high as under the old required English program. The results of the first year support this hypothesesis and even seem to indicate that the new curriculum freshmen may have done relatively better than the 1968-69 old curriculum group. Table 6 presents a summary of the scores for the past two years. Appendix 14 presents more details and a discussion of the problem of interpreting these results.

Table 6. Average English Composition Test Scores
Freshmen Taking Both Tests

	High School Test	Freshman Test	Difference
Freshmen--1968-69	543	534	-9
Freshmen--1969-70	514	529	+15
Difference	-29	-5	+24

The Survey of College Achievement (SCA) is a short standardized college achievement test developed by Educational Testing Service. It measures general achievement in five broad areas usually encompassed in the general college graduation requirements. Since Hiram's curriculum has eliminated the traditional requirements, it is important to measure achievement in these areas. It is anticipated that achievement in the first two years of the much less prescriptive new program will be at least as high as under the old curriculum.

Since we plan to give this test only after the sophomore and senior years (as well as at the beginning of the freshmen year) we do not yet have results on the achievement of new curriculum students. Scores on all parts of the test, except the mathematics section, were significantly higher for old curriculum sophomores and seniors than for freshmen. Since there has been little academic attrition and the ability level of these three groups was quite similar, it appears that considerable learning has taken place at Hiram. Relative to other colleges this appears to be especially true in English composition and in social science. Sizeable,but somewhat smaller gains were made in humanities and in natural sciences. Hiram freshmen enter with excellent math achievement scores, but make little gain thereafter, probably because we have not had a mathematics requirement and few students outside the sciences take math at Hiram.

At this time we have national norms only for year-end sophomores. On all five tests Hiram sophomores are between the 60th and 80th percentile, i.e., as a group they scored higher than students at 60-80 percent of the colleges in the sample. The seniors achieved especially well in humanities, social sciences, and English, but we do not know exactly how they compare with seniors at other schools. Entering Hiram freshmen scored higher on the humanities and mathematics sections than year-end sophomores at the average college.

As mentioned earlier, there are two forms of the College Students Questionnaire. Part I is for entering students. It is valuable because it provides a wide range of questions about entering students' educational and vocational plans, their backgrounds, and certain attitudes. We have seen that these scores can help us to see if the new curriculum is attracting a different type of student to Hiram. CSQ I also provides a baseline for measuring changes in attitudes during the freshman year. Many of the questions are well suited to the types of changes (e.g., increased independence and social conscience) with which the freshman year of the new curriculum is designed to deal.

CSQ Part II is for enrolled students and complements CSQ I, using many of the same items to facilitate the study of student change. In CSQ II, the background items of CSQ I are replaced by items about student perceptions of and satisfaction with college.

When they enter Hiram, freshmen feel they are somewhat below average for college freshmen in their motivation for good grades during high school. They are, however, above average in family social status; their parents have more education and make more money than even parents of students at other private, non-sectarian, four-year colleges. Hiram freshmen rate themselves as being significantly more independent from their families and their peers than the average freshman. They also seem to be more politically, economically and socially liberal and somewhat more socially concerned than freshmen at the average college. Finally, they answer questions in a way which indicates a somewhat greater interest in cultural things than the typical freshman.

Table 7 shows the changes during the freshman year on these dimensions.

Table 7. College Student Questionnaire Scale Scores
Comparisons of 1968-69 and 1969-70 Freshmen[1]

	1968-69		1969-70		Net
Scale	Sept	May	Sept	May	Difference
Family Independence	23.3**	24.1**	24.1**	24.8**	.00
Peer Independence	24.6**	24.6*	25.0**	24.6*	-.31
Liberalism	27.1**	27.9**	27.5**	30.8**	+2.45**
Social Conscience	29.7**	29.9**	28.9**	30.9**	+1.80**
Cultural Sophistication	23.8**	24.5*	23.2*	24.7**	+.90
Family Social Status	35.9**		34.6**		
Motivation for Grades	24.5@		24.4@		
Study Habits		24.8		25.5	
Extracurricular Involvement		20.7		20.0@	

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[1] Asterisks in the September and May Columns indicate that the scores of the Hiram sample were significantly higher than the national norm group. An @ indicates that Hiram scores were significantly lower than the norm group.

The table shows, as indicated above, that freshmen enter Hiram significantly more independent, liberal, and socially concerned than freshmen at other colleges. At the end of the year, they were still significantly higher on all these dimensions, except peer independence, than the appropriate norm groups. Although last year was atypical because of the effect of the May events, students under the new curriculum became significantly more liberal and socially concerned during their freshman year than did students under the old curriculum. There is also a hint of increased cultural sophistication and involvement in extracurricular activities.

We have some evidence from old curriculum students that there has been considerable change over the four years on certain of these dimensions. For example, seniors viewed themselves as significantly more liberal, socially concerned, and especially more sophisticated than freshmen here or than upperclassmen at other colleges. Appendix 14 presents more complete information on the CSQ scale scores.

The Ominbus Personality Inventory-Form F (OPI) is a standardized questionnaire designed to assess selected characteristics of human behavior, chiefly in the areas of normal ego-functioning and intellectual activity. The dimensions included were chosen because of their relevance to academic activity or the help they would provide in understanding changes in students' attitudes, values, and interests. The Hiram curriculum is designed to enhance growth in several of the areas measured by the OPI. The OPI supplements the CSQ in that it provides a more in-depth measure of dimensions which are expected to change more gradually, over two or even four years, as a result of the general change in environment due to the new curriculum. Therefore, the OPI is given to entering students and again after the sophomore and senior years.

We do not yet have any information on how new curriculum students change on the OPI, but we know that old curriculum seniors scored significantly higher than freshman on the following scales: Estheticism, Complexity, Autonomy, Religious Liberalism, Impulse Expression, and Non-practical Outlook.

Appendix 14 provides a table and a graph which compare old curriculum sophomores and seniors to freshmen and to the national norm group

IV. THE IMPORTANCE AND DISSEMINATION OF THE RESULTS

This is a time when many colleges are engaging in curriculum revision. We have felt for several years that Hiram's program will provide a good model for colleges that feel the need for a significant curriculum change. We believe the Hiram curriculum has special merit because it is a significant move toward a regeneration of humanistic undergraduate education in the United States. In terms of serving as a prototype for reform, Hiram has the advantage of being similar in size and organization to many colleges in this country.

Already faculty or staff members at about two hundred colleges from across the country have heard about the curriculum, or some aspect of it, and have written to request information. We have used some of the funds from the National Endowment for the Humanities grant to develop materials to send to interested educators. Several colleges and consortium groups have invited members of our staff to talk with them about the curriculum. Other Hiram faculty members have presented information about portions of the program at professional meetings. In addition, at least half a dozen colleges have sent representatives to visit Hiram and observe the program. It is difficult to know the extent to which one influences planning at other colleges, but we do know that there are several colleges in this area that know about the Hiram curriculum and are now thinking about or have recently adopted programs that resemble ours.

The new curriculum has also had an impact on a rather large number of prospective students. There is evidence that a large number of freshmen came to Hiram this fall because of the new curriculum. This is a time when applications to private colleges have generally leveled off, but we received 25% more applications last year than in the previous year, which was also up some from earlier years. We were able to enroll the largest class in the history of the college without any loss of quality. Of course, our desire is not simply to attract students or give them what they want, but rather to provide a sound educational experience for them. It is by now obvious that we are convinced the new curriculum does this.

Many adult citizens have expressed an interest in the curriculum. Hiram's president and program directors have been asked to speak at a number of service clubs, high schools, parents' meetings, etc. They have been received enthusiastically. This confirms our belief that the curriculum speaks to an urgent need in our society and educational system.

The press has been receptive to news released about the grants and curriculum as indicated by about fifteen articles printed in newspapers in this region. Fred Treesh, a Senior UPI editor, wrote an extended feature article which was printed in papers across the country. The Cleveland Plain Dealer and the Akron Beacon Journal also did major feature articles on the curriculum during the past year. College Management, Lovejoy's Guidance Digest, The Chronicle of Higher Education, Saturday Review, The Christian Science Monitor, and Changing Times also have published articles about Hiram and the new curriculum. Copies of several of these articles are included in Appendix 15.

Dr. Lewis Marcuson of Wilmington College wrote the analytical paper, which is included as Appendix 16, last year as an American Council on Education Academic Administration Fellow. The paper, which he hopes to publish in the near future, compares the interdisciplinary freshman programs at Beloit, Hiram, and Wilmington Colleges.

Several Hiram faculty members have expressed a desire to develop articles on various aspects of the curriculum, but no publication dates have been set. I would like to write a monograph or book using my extensive experience with all aspects of the curriculum planning, implementation, and evaluation. The book would deal with the problems of educational innovation and use Hiram College as a case study. This project will depend on the results of the evaluation this year and on the availability of time to do the job. I would like to work on it in 1971-72, aiming for completion about August 1972.

APPENDIX 1

PLANNING OF THE FRESHMAN PROGRAM

October 1969

PLANNING OF THE FRESHMAN PROGRAM

FRESHMAN INSTITUTE

The Task Force Report recommended the adoption of a two week academic orientation to college with emphasis on communication skills. Accepted in principle by vote of the Hiram College Faculty in October of 1968, the Institute was planned in detail during the following year by a committee directed by John Shaw of the English Department. One of the first decisions was to have the content focus on language and to have all freshmen attend. A schedule of workshops for groups of 13, combined with lectures, films, speeches, and library work was set up during these planning sessions.

After the Committee's recommendations were accepted, a staff of 27 faculty from most academic departments was selected. The staff then agreed on three text books and a series of assignments. By summer of 1969 all schedule plans were completed; the selected texts were sent to each student in August with assignments. For three days in September all 27 members of the staff were given an intensive training session in the evaluation of writing and in the conducting of discussion sessions.

THE FRESHMAN COLLOQUIA

The Task Force also recommended the institution of a small flexible freshman course in which the teacher would also be the adviser. After six months of planning by the Colloquia committee and its director, Robert Watson of the Religion Department, a staff of 30 experienced faculty were selected to teach first term Colloquia. In late May, 1969, a planning retreat was held for the teachers of fall-term Colloquia to discuss with the committee and outside consultants how they might put into practice the purposes of the Colloquia. The advantages inherent in small group teaching were identified and discussed. The early plans of each Colloquium teacher were shared, discussed, expanded and modified.

In July, one-page written descriptions were submitted by each teacher to the Executive Committee, who reviewed them and suggested revisions. The resulting descriptions were duplicated and sent with biographical data to all entering freshmen on August 1. By late August, the freshmen had, through preference blanks, submitted their first four choices for Colloquium. We were able to give 90% of the freshmen their first or second choice. The groupings were announced during the Freshman Institute, so that academic advising could begin prior to the fall registration.

Periodic meetings of the teachers of Colloquia I are being held throughout the year in an effort to continue the discussions begun at the May retreat. Topics receiving attention include: the evaluation of Colloquia, the effective evaluation of freshman writing, improvement in advising, and the grading of students on a credit, no-credit basis.

Procedures similar to those used in the summer are currently underway in an effort to make thirty Colloquia II available to the freshmen for the second and third quarters. Freshmen who were given their third and fourth choices for Colloquia I have been assured of their first choice for Colloquia II; and every effort will again be made to maximize the choices of the other freshmen.

THE TWENTIETH CENTURY AND ITS ROOTS

The Task Force Report recommended the institution of a year-long course for all freshmen dealing with the major Twentieth Century problems and their antecedents.

In the fall of 1968 the Dean asked Wilson Hoffman, History, and Eugene Peters, Philosophy, to be co-directors of the Course. The Twentieth Century Committee consisted of the co-directors, four other faculty members, and two students. The faculty members were from the Departments of Music, History, Chemistry, Art, and Philosophy. Later, three other student members were added.

During the fall the planning meetings were aimed at answering a number of broad questions having to do with the nature and direction of the Course. It was felt that the impact of modern science and the role of technology in modern life had to be developed in the Course, and more generally, the doctrine of progress which has dominated some periods of modern life and thought was seen to be relevant to the general organization of the topics and issues to be examined. It was decided that no mention of a thesis would be made to the students in the Course. The idea was to avoid an initial student bias that might otherwise develop.

It was agreed to follow a topical, problem-centered form of organization. It was also decided that the most provocative way to begin would be to open with a sequence of sessions concerned with some of the most pressing, vital, and current issues in the United States, namely alienation and racism.

The remainder of the first quarter would be devoted to the meaning, the nature, and the impact of modern science and scientific thinking. It was agreed that the second quarter would center on issues related principally to the social sciences, issues such as war and conflict, imperialism, Marxism, and population. In the third quarter, the Twentieth Century breakdown in religious tradition would be examined; the loss of meaning and erosion of mores would be focused on early in the spring. And toward the end of the spring quarter, there would be some effort made to face the questions: What do we do with the crisis before us; where do we go from here? In tackling this question some reference would be made to ways in which others met crises (both personal and social) in the past.

Grading was discussed. The Committee, perhaps idealistically, decided to abandon the traditional grading categories. Only pass and fail would be used. The theory here was that the student had to be thrown on his own resources and initiative, not maneuvered by the threat of a grading system. Nor would there be required attendance at the class sessions. Position papers would, however, be required, and on this basis a judgment of the student would be made.

The Committee felt that the meeting of the freshman class as a body, under a single roof, would have many advantages. There were in the freshman program opportunities for small-group sessions which would run correlatively with the large Twentieth Century Course. Nonetheless, in order to provide for the students a chance to discuss the readings which were to be assigned on a regular basis and to exchange their views on the class sessions, it was thought that the Course should make provision for discussion sections. This was worked out by making use of upperclass students as discussion leaders.

Though the basic approach in each session of the course would be to have invited speakers on given topics for particular days, there was among the Committee members a strong desire to diversify the offerings in as many ways as possible. Hence, films, tapes, panels, plays, concerts, and other modes of presentation were adopted as ways of handling material in the Course.

Speakers would themselves represent positions, so that they would not merely be discussing a topic in a detached way but would stand before the students as spokesmen for a point of view. They would present and argue it.

The Committee, in sum, set guidelines and direction: the Course would use many media, involve musical and other cultural presentations, though basically it would make use of speakers, all in presenting issues, problems, and topics concerning the twentieth century and its roots. The Committee as a whole could not work out the details of the syllabus, and this task was largely entrusted to the directors. Their job in choosing readings, selecting and writing speakers, and making various arrangements continued throughout the year and over the entire summer. A syllabus was finished and put in booklet form by the end of August, in readiness for the beginning of the school year. During the spring, discussion leaders had been selected and a number of sessions had been held with them, first in an effort to explain the structure of the Course and later with the intention of helping them with discussion techniques. During the summer, there was some correspondence with discussion leaders in an effort to keep them informed of developments.

APPENDIX 2

DESCRIPTION OF THE 1969 FRESHMAN INSTITUTE

Appendix 2

THE FRESHMAN INSTITUTE

The Freshman Institute, held during the two weeks prior to the fall term, had two main objectives. First, it challenged the student to be articulate and creative in expressing his thoughts and provided him with individualized help in working toward that goal. Second, it offered an exciting academic orientation to college and especially to the new Hiram curriculum.

The Institute took the unusual step of involving faculty members from all departments in the effort of teaching writing and speaking. This faculty of about thirty Hiram professors participated in a series of pre-Institute work-shops and training sessions emphasizing methods of small group teaching and evaluation of communicative skills.

Because of the brief and intensive nature of the Institute, its main value lies in motivating the freshmen, setting the tone for what follows. However, we believe that the Institute in conjunction with the Freshman Colloquia and the rest of the new curriculum will lead to more effective communication than traditional English composition and speech courses.

The primary subject matter of the Freshman Institute was the nature and function of language. The focus was on improving the student's understanding of responsible expression, and on enhancing his ability and inclination to use language competently.

Much of the work of the Institute took place in groups of 10-12 students with close guidance by a faculty member. These workshop and discussion groups provided extensive opportunity to develop communicative abilities on an individual basis. The Institute aimed at helping the student turn nondescript, though generally correct writing and speaking, into clear, logical and effective expression. Should students with special problems be spotted, they receive additional individualized instruction including the use of programmed materials centering on the particular problem.

In addition to small group and individual instruction, the class as a whole attended several lectures, short films on language, and feature-length commercial films selected to provide material for discussion and writing.

Among the unusual techniques which were used to help the student improve his communicative skills was the taping or video-tapings of student speeches for self criticism. In addition, each workshop group produced a short 8mm movie in order to encourage group participation and to illustrate problems of organization and coherence.

It was decided by the faculty that the evaluation of the student's Institute performance would be best indicated by the categories of CREDIT and NON-CREDIT. A student who did not receive credit was given the opportunity to have the NON-CREDIT changed to CREDIT by either enrolling in English 101 or by doing special work in the Colloquium.

In conclusion, we hope to make the freshman immediately aware of the importance of proper use of language since it is the chief tool of higher education and is the characteristic which most clearly distinguishes man from other animals. One's language is intimately connected not only with the expression of his thoughts, but also with his personality. Further, we hope to capitalize on the freshman's eagerness to learn and his receptiveness to change during the first few weeks of college. We believe that the varied programs planned for the Institute will help the freshman develop positive attitudes toward learning and give significance to his subsequent years at Hiram.

Schedules of the staff training session and the Institute follow.

STAFF TRAINING SESSION SCHEDULE

Kennedy Center, Brown Room

eptember 11

9:00 a.m. Opening remarks: President Jagow, Dean MacDowell
Orientation notes: John Shaw

Coffee Break

10:00 a.m. Use of Singleton's Style: John Shaw
10:30 a.m. Use of Beardsley's Modes of Argument: Gene Peters
11:00 a.m. The assignment of writing: Charles McKinley, Hale Chatfield

Lunch Break

1:30 p.m. Use of short films for writing
Preview of several short films
2:30 p.m. Writing exercise by staff
3:00 p.m. Techniques for discussion: Keith Leonard, Bill Carrell

* * *

Kennedy Center, Brown Room

September 12

9:00 a.m. The philosophy of evaluation: John Shaw

Coffee Break

10:30 a.m. Samples for evaluation and discussion

Lunch Break

1:30 p.m. Additional samples discussed
3:00 p.m. Comments on essays written by staff members on film seen the day before.

* * *

Kennedy Center, Brown Room

September 13

9:00 a.m. Advice on film making: Carl Joecks
10:00 a.m. Assignment of library paper: staff

Coffee Break

11:00 a.m. Preview of Mini Lab: Dr. Ernest Keen, visiting consultant

Schedule of events

Sunday, September 14.

1:00 - 4:30 p.m.	Residence Hall Registration for New Students - Assigned Residence Halls
	Coffee for Parents - Kennedy Center Main Lounge
3:30 - 4:30	Commuting Students - Call for Orientation Packets at Admissions Office
4:30	Program for Parents - Hayden Auditorium Presiding: Elmer Jagow, President
4:30	Program for Freshman Women - Women's Gym Presiding: Frances Redmond, Dean of Students
4:30	Program for Freshman Men - Price Gym Presiding: Richard Caulk, Assoc. Dean of Students
5:45 - 7:15	Buffet Dinner for Parents and Students - Dining Halls
8:00	President's Program for Students - Hayden Auditorium Presiding: Elmer Jagow, President
10:30	Residence Hall Floor Meetings

Monday, September 15

9:00	Orientation Speech Hale Chatfield - Hayden
10:00	Instruction in film making Carl Joecks - Hayden
10:30	Workshop Each student assigned to group
12:30	Laboratory for Human Relations Training-Gymnasium
7:30	Pre-film talk Keith Leonard - Hayden
8:00	War Game Hayden
10:00	Discussion of film (attendance not required) Brown Room, Kennedy Center

Tuesday, September 16.

9:00	Lecture: Language as the Unique Possession of Man	Royce Gruenler	Hayden
10:00	Workshop		
11:00	Panel: The Impact of Oral Communication	Keith Leonard, Carl Joecks, Eva Benstock -	Hayden
1:30	Film on Language		Hayden
2:30	Workshop		
8:00	Meeting of Freshman Honors Students		Kennedy Center

Wednesday, September 17

9:00	Lecture: On Good Writing	John Shaw	Hayden
10:15	Workshop. Theme #1 due		
11:30	Film on Language		Hayden
1:30	Workshop		
7:30	Pre-film talk	Keith Leonard	Hayden
8:00	The Tenth Victim		Hayden
10:00	Discussion of film (attendance not required)		Brown Room Kennedy Center

Thursday, September 18

9:00	Lecture: On Logical Discourse	Gene Peters	Hayden
10:00	Workshop		
1:30	Workshop		
5:00	Theme #2 due		
8:00	Film problem seminar (attendance not required)	Carl Joecks	Brown Room Kennedy Center

Friday, September 19

9:00	Lecture: On Propaganda	David Fratus	Hayden
10:30	Film: Alain Resnais, Night and Fog		Hayden
1:30	Symposium on Propaganda		
3:00	Workshop: start library paper		
8:00	Film problem seminar (attendance not required)	Carl Joecks	Brown Room Kennedy Center

Saturday, September 20.

9:00	Workshop	
12:00	Picnic on the Hill	
1:30	Workshop (filming activities, library work)	
3:00	LANGUAGE PLACEMENT EXAMINATIONS	Humanities Building
8:00	Film problem seminar	Brown Room Kennedy Center

Sunday, September 21.

	Church of your choice
1:30- 5:30	President's Reception and Tea - Buckingham (See Notice on Residence Hall Bulletin Boards for Specific Time)

Monday, September 22.

9:00	Lecture: On the Library Paper	Bill Carrell	Hayden
10:30	Workshop		
5:00	Theme #3 (library paper) due		
7:30	Pre-film talk	Keith Leonard	Hayden
8:00	Fahrenheit 451		Hayden

10:00	Discussion of film		Brown Room Kennedy Center

Tuesday, September 23.

9:00	Lecture: Hard Times	Charles Mc Kinley	Hayden
10:30	Workshop		
1:30	Workshop. Theme #4 due		
1:30	Film problem seminar	Carl Joecks	Brown Room Kennedy Center
8:00	Introduction to 20th Century Course	Wilson Hoffman	Hayden
9:00	Follow-up Laboratory for Human Relations Training		

Wednesday, September 24

9:00	Students meet with Freshman Colloquium Teachers		
11:00	First Lecture for 20th Century Course: Alienation and Black Militantism	Jean Noble	Hayden
1:30	Grand Showing of best films		Hayden
4:00	Panel: Black Militantism (20th Century)		Hayden
7:30	Pre-film talk	Keith Leonard	Hayden
8:00	Juliet of the Spirits		Hayden
10:00	Discussion of film		Brown Room

Thursday, September 25.

9:00	Final Conference with each student		
10:00	Final Session		Hayden

APPENDIX 3

DESCRIPTION OF THE 1969-70 COLLOQUIUM PROGRAM

FRESHMAN COLLOQUIA

The Freshman Colloquium places the Hiram freshman in sensitive and stimulating relationships with a small group of peers and with a scholar-teacher. Through these relationships the freshman is challenged to significant academic achievement, is exposed to important moral, aesthetic and humanistic values, and experiences perceptive academic counsel. The title, "Colloquium," was selected because the above broad purpose will be achieved within the medium of conversation and writing.

Through the Colloquium program a number of objectives are being sought. First, the 10-12 freshmen and their professor are exploring, examining, and reflecting upon materials and issues of significant intellectual importance to both the students and the professor. While a Colloquium centers on a particular theme or topic, it is not an introductory course to a particular academic discipline; rather it is an introduction to scholarship in the liberal arts tradition. Second, the students and their professor are continuing the emphasis upon effective written and oral communication begun in the Freshman Institute. Third, the professor is providing guidance and counsel concerning the dimensions of life at Hiram for his twelve students. The various possibilities open to students in the Hiram curriculum will be discussed and attention will be given to each student concerning the selection of his academic courses. Finally the professor is seeking to cultivate the student's humane, moral, and aesthetic sensitivities.

Since the Colloquia are intended to be vital and creative new approaches to freshman education, the topics and format are left to the individual professor. He is encouraged to allow for individual interests and skills within his group. The diversity of subject matter among Colloquia is indicated by the list of titles which follows this overview.

To achieve the purpose and objectives of the Colloquia, the professor and his students are encouraged to employ any relevant and effective teaching techniques. In addition to writing and discussion, reading, listening, reflection, observation, field trips and independent research are being employed in degrees best suited to the professor, his students, and their subject matter. Informality and flexibility characterize the method of the Colloquia.

Students select two Colloquia, one in their first term in college and another in either their second or third term. To facilitate these selections, each professor writes a one-page description of the subject matter and the approach to be employed in his Colloquium. Included with each description is autobiographical material describing the professor, his interests and concerns. Several examples of these descriptions are appended to this report. The professor of Colloquium I is the student's academic advisor until he makes his selection of a major area of academic concentration. To encourage the development of a personal relationship with several faculty members, the student must choose a different professor for the second Colloquium. We were able in almost all cases to give students one of their top choices. Every student received his first choice either in Colloquium I or in Colloquium II and about two-thirds received their first choice both times.

Each professor frequently provides constructive feedback to his students about their written and oral expression, quality and manner of thinking, and approach to academic and moral issues. This evaluation is personal and private, between the professor and his student. Students whose work is satisfactory are given the grade of "credit".

Students whose work is inadequate or incomplete are given "no credit". The professor of such students, in consultation with the student and occasionally with the help of the Colloquium Committee, prescribes measures to remedy the deficiency. Usually this will lead to a change in the recorded grade from "no credit" to "credit". In a selective college like Hiram most failures are the result of lack of interest and effort rather than lack of ability to do the work. The size and nature of the Colloquia has reduced the number of such failures and lead students to learn because they want to rather than because they have to for a grade.

Evaluations from the first quarter indicate that the great majority of students and faculty find the program stimulating and worthwhile.

The titles, professors' names and department of the teachers of the 1969-70 Freshman Colloquia are as follows:

WESTERN EUROPE AND THE ATLANTIC COMMUNITY, Mr. Adams, Spanish

MEDIA OF COMMUNICATION, Mr. Ball, English

EVOLUTION AND MODERN MAN, Mr. Barrow, Biology

MAN IN HIS NATURAL ENVIRONMENT, Mr. Berg, Biology

EDUCATION: CAN IT BE MADE DEMOCRATIC? Mr. Billings, Sociology

STYLES OF INTELLECTUAL DEVELOPMENT, Mr. Carrell, Education

THE IMPACT OF NAZI GERMANY ON TWENTIETH CENTURY THOUGHT AND EXPERIENCE, Mrs. Cebulla, German

MAGICAL MYSTERY TOUR, Mr. Chatfield, English

CRISIS IN AMERICA, Mr.Day, PoliticalScience

INVESTIGATION OF BIOCHEMICALLY ACTIVE SUBSTANCES, Mr. Denham, Chemistry

MAN IN THE ELECTRIC AGE, Mr. Fratus, English

THE DIMENSIONS OF HIGHER EDUCATION, Mr. Giocarinis, History

LANGUAGE, CULTURE, SELF, AND CREATIVITY, Mr. Gustason, Sociology

MONTAIGNE: A RELEVANT MORAL PHILOSOPHER, Mr. Ismail, French

EVOLUTION OF MATHEMATICAL CONCEPTS WITH SPECIAL EMPHASIS ON GAME THEORY, Mr. Johnson, Mathematics

THE DAEMONIC SIDE OF MAN, Mr. Knight, Psychology and Biology

PRIVACY: PERSONAL AND PUBLIC, Mr. Konick, Psychology

HISTORY AND FICTION, Mr. Layton, History

A CULTURE IS CHANGING, Mr. Leonard, Speech and Theatre Arts

THE MIDDLE EAST, 1917-1967, Mr. McKinley, English

REASSESSING AMERICAN HIGHER EDUCATION, Mr. Morgan, Psychology

MAN'S QUEST: VIOLENCE OR HUMANISM?, Miss Parker, English

COMPUTERS AND THE MIND, Mr. Scalzi, Chemistry

ART: IMAGE, MEDIUM, AND MEANING, Mr. Schroeder, Art

DISRUPTION IN PHYSICAL PHENOMENA, Mr. Shaffer, Physics

FIRST PERSON SINGULAR, Mr. Shaw, English

THE RACIAL DILEMA IN AMERICA: A LITERARY APPROACH, Mr. Stranahan, English

MODES OF AUTOBIOGRAPHICAL NONFICTION, Miss Vincent, English

CONCEPTS AND ISSUES IN HUMAN FREEDOM, Mr. Watson, Religion

SCIENTIFIC VALUES IN SCIENTIFIC PRACTICE, Mr. Wheeler, Physics

THE JEW IN AMERICA: A SELF PORTRAIT IN LITERATURE, Mrs. Benstock, French

VOICES FROM THE LEFT, Mr. Carrell, Education

MODERN MAN'S SEARCH FOR HIMSELF, Mr. Chatfield, English

ENVIRONMENTAL DESIGN, Mr. Cool,Biology

AMERICA IN THE THIRTIES, Mr. Fratus, English

SCIENCE AND SOCIETY: SOLUTIONS IN SEARCH OF PROBLEMS, Mr. Friedman, Physics

RELIGIOUS EXPERIENCE AND EXPRESSION, Mr. Hoffman, Philosophy

ON LOVE, Mr. Hoopes, Philosophy

WHAT IS A SENSEORAM? Mr. Joecks, Speech and Theatre Arts

FILM AND IDEAS, Mr. Langdon, Speech and Theatre Arts

THOMAS MANN: INSTINCT VS. INTELLECT, Mr. Olivieri, German

SOME EFFECTS OF PHOTOGRPAHY ON CREATIVE VISION, Mr. Packard, Art

AN APPROACH TO JAMES JOYCE'S *ULYSSES*, Mr. Stranahan, English

CURRENT ECONOMIC ISSUES, Mr. Whittaker, Economics

PERSPECTIVES ON COMMUNICATION, Mr. Ball, English

ARTIFICIAL INTELLIGENCE—THE COMPUTER AND THOUGHT, Mr. Comfort Mathematics

THE ORIGIN AND RESOLUTION OF CONFLICT, Mr. Gulyas, Sociology

AMERICA IN THE COLD WAR, Mr. Kanarek, History

LATIN AMERICA: REVOLUTION OR EVOLUTION? Mr. Melnykovich, Spanish

THE GENETIC REVOLUTION AND A POSSIBLE DILEMA, Mr. Miller, Biology

LITERATURE AS SOCIAL CONSCIENCE: CONTEMPORARY MEXICO, Miss Parker, English

THE CHAMBERLAIN'S MEN AND *MUCH ADO ABOUT NOTHING* AT THE GLOBE, Mr. Shaw, English

THE NONCONFORMIST AS TREATED IN LITERATURE, Miss Vincent, English

(Seven Colloquia which are being offered twice during the year are listed only once above.)

FC 101-

EVOLUTION AND MODERN MAN

The ways in which the principles of evolution interact with modern man and the organisms in his environment are to be explored. The first subject to be discussed will be: To what extent has modern man with his ability to modify his environment changed the rate of evolution?

A common background for the participants in this Colloquium will be established by reading, discussion of basic text and preparation of papers on the principles of evolution, historical human evolution and exploration of some of the ancient and primitive cultures and their fates during the first third of the term. A field trip to a museum will be included during this period.

During the rest of the term more individual approaches will involve selecting topics of special interest to the students to increase their depth of knowledge or expand their cultural horizons in some area of human culture that interests them. These topics may fall in any field of human endeavor that is attractive to the student. Field trip arrangements for this time will be made as this activity gives substance to a student's report.

The reports will be developed by individual students meeting with the instructor with the frequency determined by the need of the student for aid in developing the topics. The group will meet for exchange of ideas in discussions and in presenting the students' reports for critical review by their peers approximately two times weekly. A moderate charge will be required for the expenses of travel on the field trips.

Required texts:

E. Peter Volpe, Understanding Evolution,
G.H.R. von Koenigswald, The Evolution of Man,
L.A. White, The Evolution of Culture,
Zinsser, Rats, Lice and History,
Audrey, African Genesis.

James H. Barrow, Jr. Professor of Biology and Director of the Biological Station. Education: B.A., Emory, 1943; Ph.D., Yale, 1951. Scholarly Interests: synecology with special attention to parasitism.

FC 101-16

THE DAEMONIC SIDE OF MAN

In contrast to what is good about the human species, that is, his capacity for love and compassion, the focus of this Colloquium will be upon that which is basically evil about him, that is, the aggressive, hostile aspect of his nature and his capacity for violence. Our studies in this area will be very broad and range from interpersonal to international hostilities.

There are two main benefits which we hope to derive from such a venture. The first is the opportunity, as a group, to devise and explore techniques for gaining and communicating knowledge. The second and more difficult is to increase our understanding of ourselves. Any enhancement of self-knowledge is at least another small step on the road to personal freedom. Self-knowledge has the effect of making one more humble also.

We will begin by examining the role of aggression in animal behavior and some of the "built-in" hormonal and neural mechanisms which mediate aggressive behavior in many vertebrates, including man. In considering the evolutionary significance of aggression we may wish to speculate as to its past adaptive value and the likelihood that modern man will become extinct if he does not escape this aspect of his nature. With this brief background on biological man we will turn to the task of attempting to identify some of the cultural and individual experiental factors which reduce, enhance, or alter aggressive behavior.

Early in the term we will decide as a group how we want to proceed. Possible approaches include the following:

1. Books, articles, plays and films which are relevant for our studies.

2. Trips and interviews in which we meet and talk with people in certain identifiable roles, e.g., policemen, militant social activists, non-violent social activists, and those who particularly enjoy engaging in or witnessing aggressive or violent games such as football, wrestling, or bullfighting.

3. Role playing within the group.

4. The design and execution of an original scientific investigation of some aspect of aggressive behavior.

W. Rea Knight. Professor of Psychology and Biology. Education: B.A., Baldwin-Wallace, 1954; M.S., Pennsylvania State, 1956; Ph.D., Pennsylvania State, 1961. Scholarly Interests: experimental and physiological factors in animal social behavior. Other Interests: outdoor activities in woods and water.

FC 101-29

CONCEPTS AND ISSUES IN HUMAN FREEDOM

In this Colloquium, we will carefully examine the various concepts and issues in human freedom. By focusing attention in our reading, writing and discussion upon the single issue of racism in America, various central aspects and dimensions in human freedom and responsibility will be identified and examined.

Three major historical controversies over human freedom (one each from the Medieval, Reformation and Modern periods) will be examined for the insights they shed upon the issues and dimensions we will have uncovered.

Each participant in the Colloquium will write critical reviews of the various readings, participate in the leadership of the discussions,and write a final "position paper" in which he will present his personal concept of human freedom, specify the various issues and dimensions in that concept, and identify, in so far as possible, its historical heritage.

Field trips to the Cooperative Urban Studies Center in Cleveland and outside resource people will also be utilized in our studies. The cost for the field trips will be minimal.

The readings for the Colloquium will include:

Augustine, The Enchiridion on Faith, Hope, and Love,
Pelagius, Selected mimeographed materials,
Ernst F. Winter, Erasmus-Luther: Discourse on Free Will,
H. Richard Niebuhr, The Responsible Self,
Joseph F. Fletcher, Situation Ethics,
Martin Luther King, Jr., Why We Can't Wait,
William H. Grier and Price M. Cobbs, Black Rage.

Robert L. Watson. Assistant Professor of Religion. Education: B.A., Ohio Wesleyan, 1956; B.D., Yale Divinity, 1960; Ph.D., Vanderbilt, 1969. Scholarly Interests: church history and historical theology, the sixteenth-century reformations, contemporary theological and social issues. Other Interests: family, music, theatre, camping, and athletics.

FC 102-27
Third Quarter
3-4 M-F

THE CHAMBERLAIN'S MEN AND *MUCH ADO ABOUT NOTHING* AT THE GLOBE

The plan is to investigate in some detail documents and books relating to the organization and operation of the Shakespearean company of players (The Chamberlain's Men); then to study *Much Ado About Nothing* (1598) and its criticism, and finally to produce this comedy unpretentiously in an intelligently cut version of about one hour and a half in length, using simple staging and contemporary costuming. Thus, the twelve members of the Colloquium will become the Shakespearean company they have studied, learning something about the Elizabethan Age as well as about the stage. Acting experience is not at all a pre-requisite, but an interest in Shakespeare, or the stage, is. We aim to please ourselves, and if we do, we may please others, too.

John B. Shaw. Professor of English. *Education*: **B.A., Oberlin, 1947; Ph.D., Johns Hopkins, 1952.** *Scholarly Interests*: **Shakespeare, writing , and poetry.**

Second Quarter
1-3 M.Th.

SOME EFFECTS OF PHOTOGRAPHY ON CREATIVE VISION

Through critical observation of photographs and films, readings and discussions, a brief introduction to the history of photography, and personal involvement with the medium, we shall attempt to discover some ways in which artistic vision has been altered and extended in the Nineteenth and Twentieth Centuries.

The student will be expected to do research on a number of topics and to draw conclusions of his own. Essays will be required on ideas which emerge in the discussion sessions and from reading assignments. These might include such topics as:

the photograph as a historical document,
expressivism versus documentation,
the photograph as illustration,
photomontage (stills and film),
motion in still photography and its effects on painting,
time-space concepts (stills, film, painting),
the decline and revival of photographic realism (painting),
the isolation of the moment,
effects of the camera on the impressionists and post-impressionists,
the illusion of perspective,
photography and mass reproduction,
movie stars and mass production,
film sequence,
sound and the visual image,
television and film, film and painting, painting and TV.

A field trip to George Eastman House of Photography in Rochester, New York is anticipated.

A partial list of references includes:

Edward Steichen, The Family of Man,
Nathan Lyons, (ed.), Photographers on Photography,
Eastman House, Vision and Expression,
Marshall McLuhan, Understanding Media,
Lucy R. Lippard, Pop Art,
James Hall and Barry Ulanov, Modern Culture and the Arts,
Kevin Brownlow, The Parade's Gone By,
Richard D. MacCann, Film: A Montage of Theories.

Fred M. Packard. Assistant Professor of Art. Education: B.A., Louisiana State, 1958; M.A., Kent State, 1961.

FC 102-3
Second Quarter
3-5 M.W.

VOICES FROM THE LEFT

This Colloquium will examine contemporary leftist protests of the black movement and the student movement. A very brief historical introduction will survey the American Revolution as a social phenomenon, the Labor Movement of the 1830's, populism and progressivism.

The major objectives of the course will be to seek understandings of the changing philosophical positions, strategies, and tactics of the leftist black movement and revolutionary student movements. The study of black movements will include the Civil Rights Movement, SNCC, black power, and black militancy. The study of the student movements will include student participation in Civil Rights, free speech movement, student power, SDS, and the student involvement in the anti-war movement.

The reading requirements for the course will be extensive. Several papers will also be required.

Bibliography includes:

Carmichael and Hamilton, Black Power,
Cox Comm., Crisis at Columbia,
Galbraith, The New Industrial State,
Hofstadter, Age of Reform,
Horowitz, Power, Politics, and People,
Kunen, The Strawberry Statement,
Lincoln, Black Muslims in America,
Marcuse, Essay on Liberation,
Zinn, SNCC.

Professor William D. Carrell
Assisted by Mr. Louis Krupnick, '70

William D. Carrell. Assistant Professor of Education. Education: B.S., Texas Technological, 1960; M.A., George Peabody, 1968. Scholarly Interests: history, philosophy, and sociology of American education; social and political thought of the American Revolution; sensitivity training. Other Interests: sailing, athletics, and political campaigns.

APPENDIX 4

DESCRIPTION OF THE 1969-70 TWENTIETH CENTURY COURSE

A. The Twentieth Century and Its Roots Syllabus
B. "20th Century Begins With Ups and Down," The Advance, Tuesday, October 7, 1969.

HIRAM COLLEGE
1969 – 70

XX

THE TWENTIETH CENTURY AND ITS ROOTS

"The Twentieth Century and Its Roots" is a year-long fifteen credit course common to all freshmen. Its purpose is to help the first-year student examine and personally come to grips with the basic issues in modern society. The course provides freshmen with an integrated common experience and an opportunity to see and hear programs that would not be financially available to smaller classes.

The theme underlying the course is that man in the twentieth century is to be contrasted with nineteenth century man who believed that mankind was progressing inevitably toward a perfect state of life. Traces of this optimistic belief may be found in all facets of life and thought in Western Europe and America. Ironically, the scientific and technological foundations which tended to give substance to the belief in progress have, in the twentieth century, given rise to some of man's most serious frustrations. The "age of optimism" ended with the First World War. With the Depression and World War Two came the "age of anxiety, violence, and fragmentation." Men now found themselves struggling with a fast-changing world in which old ways, old norms, and old hopes were dissolved and they began seriously to question whether man might not extinguish himself.

The course is designed to encourage the student's intellectual involvement in ethical issues with which he, as an educated citizen, must cope. Take, for example, the population explosion. Should governments forcibly require birth control? Will some segments of the population be forbidden to reproduce? Who will decide these and similar questions, and how might the decisions be enforced? Such problems, which are being raised repeatedly throughout the course, plunge the student into concerns where he must exercise ethical judgment and sensitivity.

In addition, the course aims to heighten the student's cultural awareness by incorporating concerts, plays and artistic events into the program at appropriate points.

The Vachel Lindsay Room in the library is being used as an informal reading room for members of the course. Books, newspapers, periodicals and art displays are provided. Students and faculty are encouraged to stop in to read and to browse. To facilitate communication a newsletter, edited and published by students, is being printed biweekly. The letter serves as a forum for student and faculty reaction to movies, lectures, etc.

The course has been divided into fourteen major sections each representing a topic, trend or issue of the twentieth century. Each of these topics is introduced to the whole class by a vivid and forceful statement of its contemporary importance using a guest speaker, film, debate or panel discussion. Additional class sessions on the topic develop other perspectives and historical background. Each week the class is divided into small student-led groups to discuss ideas stimulated by class sessions, readings, and student position papers.

The Syllabus which follows describes the contents of the course as it is being offered in this academic year. A list of assigned and suggested readings and details about the mechanics of the course follow the syllabus.

Syllabus

The Twentieth Century and Its Roots

First Quarter

September

(1)	23	(Tues. 8-9)	Ideas That Change the World
(2)	24	(Wed. 11:15-12:15)	Introduction Film: Breath-Death Tapes: The Nature of Human Nature
(3)	24	(Wed. 4-6 p.m.)	Black Militantism Lecture: Dr. Jeanne Noble (N.Y.U.) Panel: Mr. Lonnie Edmundson, Dr. Zelma George, Mr. Isaiah Williams
(4)	29	(Mon. 11:30-12:30)	The New Left Lecture: Dr. Sidney Peck (C.W.R.U.)
(5)	30	(Tues. 7:30)	Discussion Groups (assigned rooms)

October

(6)	1	(Wed. 11:30)	The Generation Gap Lecture: Professor Hale Chatfield (Hiram)
(7)	1	(Wed. 7:30)	The Generation Gap Panel: Mr. Wendell Falsgraf, Mr. Michael Gee, Dr. Rea Knight, Miss Patricia Murtha, Dr. Walter Webb, Mr. Ambrose de Flumere (Moderator)
(8)	2	(Thurs. 11:30)	Alienation Lecture: Professor Denez Gulyas (Hiram)
(9)	2-3-4		The Black Experience Discussion Sessions Contemporary Moral Issues, 475-510 Human Predicament, 44-60, 306-14 Classics of Western Thought, 559-65
(10)	6	(Mon. 11:30)	Film: The Negro and the American Promise
(11)	8	(Wed. 11:30)	The Origins of Racialism in the United States Lecture: Dr. William Banner (Howard)
(12)	8	(Wed. 7:30)	The Moderate Black Lecture: Dr. William Banner (Howard)
(13)	9	(Thurs. 11:30)	Racialism and Its Roots Lecture: Professor Denez Gulyas (Hiram) Tape: What is Race?

(14)	13	(Mon. 11:30)	Film: Where is Prejudice?
(15)	15	(Wed. 11:30)	White Supremacy and Black Slavery Lecture: Dr. Albert McQueen (Oberlin)
(16)	15	(Wed. 7:30)	Tape: Race Prejudice Film: One Potato Two Potato
(17)	16	(Thurs. 11:30)	Reflections of Alienation in Our Culture Lecture/Slides: Professor George Schroeder (Hiram) Tape: Professor George Zack (Hiram) Poetry: Professor Hale Chatfield (Hiram)
			Discussion Sessions Contemporary Moral Issues, 355-404 Human Predicament, 61-77, 221-71
(18)	20	(Mon. 11:30)	The Urban Crisis Lecture: Mr. W. Arthur LeMon
(19)	22	(Wed. 11:30)	Film: Lewis Mumford on the City
(20)	22	(Wed. 7:30)	Film: Death of a Salesman Panel: Professors Clyde Billings, Keith Leonard, Eugene Peters (Hiram)
(21)	23	(Thurs. 11:30)	The Industrial Revolution Lecture: Dr. Wilson Hoffman (Hiram)
			Discussion Sessions Contemporary Moral Issues, 177-259 Urban Violence, 27-72
(22)	27	(Mon. 11:30)	Tacit Assumptions of the 19th and 20th Centuries Lecture: Dr. Eugene Peters (Hiram)
(23)	29	(Wed. 11:30)	What is Science? Lecture: Dr. Edward Rosser (Hiram)
(24)	29	(Wed. 7:30)	The Scientific Revolution and Man's View of the World Lecture: Dr. G.W. Morgan (Brown)
(25)	30	(Thurs. 11:30)	The Scientific Revolution and Man's View of the World Lecture: Dr. G.W. Morgan (Brown)
November			
(26)	3	(Mon. 11:30)	Charles Darwin and the Idea of Evolution Lecture: Dr. James Barrow (Hiram)

(27)	5	(Wed. 11:30)	The Impact of Evolution Panel: Professors Royce Gruenler, Michael Hoffman, George Morgan, Sandra Parker (Hiram)
(28)	5	(Wed. 7:30)	Film: *Probability and Uncertainty: The Quantum Mechanical View of Nature*
(29)	6	(Thurs. 11:30)	Sigmund Freud and the Idea of the Unconscious Lecture: Professor Ralph Cebulla (Hiram)
			Discussion Sessions *Classics of Western Thought*, 360-82, 427-44 *Human Predicament*, 3-17, 81-117 *Science and Society*, 3-13, 41-49, 57-67, 133-39
(30)	10	(Mon. 11:30)	Freud's Impact Upon the World Play: *The American Dream* Mini-Lecture: Professor Keith Leonard (Hiram)
(31)	12	(Wed. 11:30)	Albert Einstein and The Idea of Relativity Lecture: Dr. Lawrence Shaffer (Hiram)
(32)	12	(Wed. 7:30)	Film: *Seeking New Laws*
(33)	13	(Thurs. 11:30)	Relativism Lecture: Dr. Kimon Giocarinis (Hiram)
			Discussion Sessions *Classics of Western Thought*, 445-73 *Human Predicament*, 18-24, 41-44 *Science and Society*, 51-55, 25-28, 89-93, 95-104
(34)	17	(Mon. 11:30)	The Effects of Science Upon the Arts Lecture: Professor John Spratt (Florida State)
(35)	19	(Wed. 11:30)	Film: *Assault on Life: Advances in Genetics*
(36)	19	(Wed. 7:30)	Norbert Wiener and His Influence Lecture: Dr. Michael Massouh (Utica)
(37)	20	(Thurs. 11:30)	The Implications of Cybernetics Lecture: Dr. Michael Massouh (Utica)
(38)	24	(Mon. 11:30)	Film: *The Computer and the Mind of Man: Logic By Machine*
December			
(39)	1	(Mon. 11:30)	The Impact of the Computer Upon Society Lecture: Mr. James Nicholson (Hiram)
(40)	3	(Wed. 11:30)	The Bomb Lecture: Dr. Carey McWilliams (Brooklyn College)

(41)	3	(Wed. 7:30)	Films: The Decision to Drop the Bomb Civilian Applications of Nuclear Explosives Tape: Looking Back at Hiroshima
(42)	4	(Thurs. 11:30)	The Dehumanization of Man Lecture: Professor Paul Rochford (Hiram)
			Discussion Sessions Human Predicament, 118-217 Science and Society, 69-86, 107-31, 141-50

Second Quarter

January

(43)	5	(Mon. 11:30)	The Image of Man: Literature Lecture: Professor David Anderson (C.W.R.U.)
(44)	7	(Wed. 11:30)	The Image of Man: The Poetic Vision Lecture: Dr. John Shaw (Hiram)
(45)	7	(Wed. 7:30)	The Image of Man: The Poetic Vision Poetry Reading: Professor Hale Chatfield (Hiram)
(46)	8	(Thurs. 11:30)	The Image of Man: Architecture Film: Survey of Architecture: Changing Concepts Lecture: Dr. Charles McKinley (Hiram)
(47)	12	(Mon. 11:30)	Karl Marx: Man of His Age Lecture: Dr. Wilson Hoffman (Hiram)
(48)	14	(Wed. 11:30)	Marxism Lecture: Dr. Sidney Hook (N.Y.U.)
(49)	14	(Wed. 7:30)	Twentieth-Century Manifestations of Marxism Lecture: Dr. Sidney Hook (N.Y.U.)
(50)	15	(Thurs. 11:30)	Communism: The Hope of the Future Lecture: Dr. Herbert Aptheker (Institute of Marxist Studies)
(51)	19	(Mon. 11:30)	Communism: A Remnant of the Past Lecture: Dr. Wilson Hoffman (Hiram)
(52)	21	(Wed. 11:30)	The Varieties of Socialism Lecture: Dr. Wilson Hoffman (Hiram)
(53)	21	(Wed. 8:00)	The Warren Symphony Orchestra
(54)	22	(Thurs. 11:30)	Twentieth Century Capitalism in the United States Lecture: Dr. C.H. Cramer (C.W.R.U.)

			Discussion Sessions Classics of Western Thought, 557-64, 337-59, 481-93 Contemporary Moral Issues, 149-76
(55)	27	(Tues. 11:30)	The Mind of Man: Descartes Lecture: Dr. Eugene Peters (Hiram)
(56)	28	(Wed. 11:30)	The Mind of Man: Hume Lecture: Dr. Eugene Peters (Hiram)
(57)	28	(Wed. 7:30)	Man the Individual: The Concept of the Individual in Kant Lecture: Dr. John Silber (Texas)
(58)	29	(Thurs. 11:30)	Man the Individual: Corruption of the Concept of the Individual Lecture: Dr. John Silber (Texas)
			Discussion Sessions Classics of Western Thought, 325-36, 404-26, 530-47
February			
(59)	2	(Mon. 11:30)	America First Lecture: Mr. Robert Annable (United Citizens Council)
(60)	4	(Wed. 11:30)	Cultural Nationalism Slides: Professor Paul Rochford (Hiram) Poetry: Dr. Charles McKinley (Hiram) Music: Professor George Zack (Hiram)
(61)	4	(Wed. 7:30)	Film: Mein Kampf
(62)	5	(Thurs. 11:30)	Internationalism: The Antidote Lecture: Dr. Arthur Larson (Duke)
(63)	7	(Sat. 8:00 p.m.)	Paul Winter Contemporary Consort
(64)	9	(Mon. 11:30)	Film: Ku Klux Klan
(65)	11	(Wed. 11:30)	Nationalism: The Historical Perspective Lecture: Dr. Boyd Shafer (Macalester)
(66)	11	(Wed. 7:30)	Nationalism: The Historical Perspective Lecture: Dr. Boyd Shafer (Macalester)

(67)	12	(Thurs. 11:30)	The United States: Imperialist Power Films: Imperialism U.S.A. (1776-1969) Vietnam, Land of Fire
			Discussion Sessions Classics of Western Thought, 494-514
(68)	16	(Mon. 11:30)	The Europeanization of the World Lecture: Dr. Wilson Hoffman (Hiram)
(69)	18	(Wed. 7:30)	The Moon: Our First Celestial Conquest? Lecture: Dr. Edward Rosser (Hiram)
(70)	19	(Thurs. 11:30)	The Decline of Imperialism Lecture: Dr. Hoke Smith (Drake)
			Discussion Sessions Classics of Western Thought, 474-81
(71)	23	(Mon. 11:30)	Film: Population Explosion
(72)	25	(Wed. 11:30)	The People of the World Lecture: Dr. Paul Gustafson (Hiram)
(73)	25	(Wed. 7:30)	Economic Geography Lecture: Dr. C.P. Swanson (Johns Hopkins)
(74)	26	(Thurs. 11:30)	The Pollution Problem Lecture: Dr. C.P. Swanson (Johns Hopkins)
March			
(75)	2	(Mon. 11:30)	The Biological Time Bomb Lecture: Dr. Dwight Berg (Hiram)
(76)	4	(Wed. 11:30)	The Population Explosion Lecture: Dr. Paul Gustafson (Hiram)
(77)	4	(Wed. 7:30)	Population: The Moral Dilemma Panel: Father Anthony Esposito, Mr. Donald Fearn, Rev. Farley Wheelwright, Mrs. George Zack, Mr. Ambrose de Flumere (Moderator)
(78)	5	(Thurs. 11:30)	The Problem of Mind Control Films: Brainwashing Birth Control: How?
(79)	9	(Mon. 11:30)	Poverty in the United States Lecture: Dr. Wilbur Cohen (Michigan)
(80)	11	(Wed. 11:30)	Film: Warsaw Ghetto
(81)	11	(Wed. 7:30)	Film: Grapes of Wrath

(82)	12	(Thurs. 11:30)	Film: The Moscow Trial
			Discussion Sessions Society and Population, I-III

Third Quarter

March

(83)	30	(Mon. 8:00 p.m.)	Films: Turn of the Century Dog Burning At Noon Revolution in Russia: 1917

April

1	(Wed. 10:20)	World War I: A Turning Point Lecture: Dr. Wilson J. Hoffman Film: Turn of the Century
	(11:30)	Discussion Groups: Organization
	(7:30)	Films: The Accusation To Die in Madrid
2	(Thurs. 10:20)	The Pattern of Revolution Lecture: Dr. Wilson J. Hoffman
6	(Mon. 10:20)	The Loss of Meaning Lecture: Professor Ralph Cebulla (Hiram)
8	(Wed. 10:20)	The Moral Dilemma Lecture: Dr. Royce Gruenler (Hiram)
	(11:30)	Discussion Groups Contemporary Moral Issues, 261-329 Urban Violence, 7-26
	(7:30)	The Moral Dilemma Film: The Stranger
9	(Thurs. 10:20)	Can Morals Be Taught? Lecture: Dr. James Hoopes (Hiram)
13	(Mon. 10:20)	The New Morality Lecture: Professor George Zack (Hiram)
14	(Tues. 8:00 p.m.)	Armenta Adams (Piano)
15	(Wed. 10:20)	Law and Morality Lecture: Dr. Lewis Katz (C.W.R.U.)
	11:30)	Discussion Groups: Paper due

15	(Wed. 7:30)	The Death of God Lecture: Rabbi Richard Rubenstein (Pittsburgh)
16	(Thurs. 10:20)	The Testing of Judaism Lecture: Rabbi Richard Rubenstein
20	(Mon. 10:20)	The Tempest in the Roman Catholic Church Lecture: Dean William Blakemore (Chicago)
22	(Wed. 10:20)	The End of the Protestant Era Lecture: Dr. Clark Williamson (Christian Theol. Seminary)
	(11:30)	Open
	(7:30)	Film: A Time for Burning
	(8:30)	Discussion Groups
23	(Thurs. 10:20)	The Future of the Institutional Church Lecture: The Rev. Albert Pennybacker (Shaker Christian Church)
27	(Mon. 10:20)	"In the Beginning" Lecture: The Rev. John G. Balyo
29	(Wed. 10:20)	The Secular Man Lecture: Dr. Thomas Hanna (Florida)
	(11:30)	Open
	(7:30)	The Secular Man Lecture: Dr. Thomas Hanna
	(8:30)	Discussion Groups: Paper Due Human Predicament, 287-97 Contemporary Moral Issues, 511-47, 444-72
30	(Thurs. 10:20)	Man in Search of Meaning: Hallucinogenic Drugs Lecture: Dr. Eli Marcovitz
May		
4	(Mon. 10:20)	Man in Search of Meaning: The Occult Lecture: Dr. Rod Roberts
6	(Wed. 10:20)	The Invention of a Culture Lecture: Mr. Frederic Ramsey, Jr.
	(11:30)	Discussion Groups
	(7:30)	Anna Karenina Breath-Death

7	(Thurs. 10:20)	Primitive Culture as an Anthropological Model Lecture: Dr. Paul Gustafson
11	(Mon. 10:20)	An Institution's Response to Crisis Lecture: President Elmer Jagow
13	(Wed. 10:20)	The Breakdown of Religion in the Twentieth Century Lecture: Dr. B.F. Lewis (Transylvania)
	(11:30)	Discussion Groups: Paper Due Contemporary Moral Issues, 548-63 Human Predicament, 320-30
	(7:30)	Man's Response to Crisis Film: Street of Shame
14	(Thurs. 10:20)	Student and Faculty Activism Lecture: Dr. William D'Antonio (Notre Dame)
18	(Mon. 10:20)	Man's Response to Crisis: Summary Panel: Professors Hoffman, Layton, Peters, Rochford
20	(Wed. 10:20)	Man's Response to Crisis: The Abstract Expressionists and Their Response to the Bomb Lecture: Professor Paul Rochford (Hiram)
	(11:30)	Discussion Groups
	(7:30)	Man's Response to Crisis Film: The Gospel According to St. Matthew
21	(Thurs. 10:20)	Man's Response to Crisis: Mechanical-Chemical Controls Over Man Lecture: Dr. Edward Rosser
25	(Mon. 10:20)	Man in the Future Films: Futurists Bertrand Russell Discusses Mankind's Future The Upbeat, Downbeat
27	(Wed. 10:20)	Topic to be Announced Dr. John Silber
	(11:30)	Open
	(7:30)	Topic to be Announced Dr. John Silber
	(8:30)	Discussion Groups: Paper Due The Meaning of the Twentieth Century, 1-208.

28	(Thurs. 10:20)	The Integrity of Man Lecture: Dr. Robert MacDowell

June

1	(Mon. 10:20)	Student Program
3	(Wed. 10:20)	Student Program
	(7:30)	Film: The Violent Universe
4	(Thurs. 10:20)	Student Program

THE POSITION PAPER

Writing a Position Paper

It has become clear in conversation with discussion leaders that some students do not understand what a position paper is. The original syllabus attempted to explain what was meant. Let us try again here.

In a position paper, the author is to take a stand on some issue and defend his position. This means that a position paper is to be distinguished from a research paper in which one is presenting and explaining the views of someone else.

You the author are to advocate and defend your own views. If you defend your views by reference to the writings of another person, you are under obligation to make an honest use of those sources by careful documentation. See the Hiram College Style Sheet if you do not know the correct form of footnoting. Any direct quotation from a source and any rewording of a source must be credited to the source from which it is taken. Otherwise, you risk plagiarism.

It would be better to read nothing at all and make no references to sources than to do a scissors and paste, unoriginal job. After all, when you submit a position paper with your name on it, you are saying (in effect): this is my original work, except where I have indicated use of other material, and I am to be graded on the quality of my presentation and argument.

All this suggests that you cannot thoughtlessly throw a position paper together. You have to have ideas and you have to argue in their behalf. If one cannot write a position paper (because "I have nothing to say"), then there is a serious question that he belongs in a course like this or even in college. After all, college is not parroting, and this is especially true in The Twentieth Century Course.

REQUIRED READING

The following books are required reading and may be purchased in the College Bookstore. Each student should have all six required books.

Boulding, Kenneth E., The Meaning of the Twentieth Century: The Great Transition (Harper & Row, CN 67).
Daly, Charles U. (ed.), Urban Violence (University of Chicago).
Girvetz, Harry K. (ed.), Contemporary Moral Issues (2nd Edition, Wadsworth).
Heer, David M., Society and Population (Prentice-Hall).
Hirschfeld, Charles (ed.), Classics of Western Thought: Vol. III. The Modern World (Enlarged Edition; Harcourt, Brace & World).
Morgan, George W., The Human Predicament: Dissolution and Wholeness (Brown University).
Vavoulis, Aleander and Colver, A. Wayne (eds.), Science and Society: Selected Essays (Holden-Day).

SUPPLEMENTARY READING

The following books are not required reading, but it is recommended that students read beyond the minimum requirements, especially in the areas of their interest. Many of these books are available in the College Library or in paperback form in the College Bookstore.

Ader, Emile B., Socialism (Barron).

Allen, Frederick L., The Big Change (Bantam, HC219).

Ardrey, Robert, African Genesis (Dell, 0036).

Arendt, Hannah, Antisemitism (HB&W, HB 131).

________, Totalitarianism (HB&W, HB 133).

________, Between Past and Future: Six Exercises in Political Thought (Meridian, M151).

Aron, Raymond, The Century of Total War (Beacon, BP 3).

Arons, Arnold and Bork, Alfred (eds.), Science and Ideas: Selected Readings (Prentice-Hall).

Barzun, Jacques, Race: A Study in Superstition (Harper, TB 1172).

Bentley, Eric, The Playwright as Thinker (Meridian, M 6).

Berlin, Isaiah , Karl Marx: His Life and Environment (Galaxy, GB25).

Berry, Brian and Meltzer, Jack (eds.), Goals for Urban America (Spectrum, S-172).

Brinton, Crane, The Anatomy of Revolution (Vintage, V44).

Bronowski, Jacob, The Identity of Man (Natural Hist, B15).

Brunn, Geoffrey, Nineteenth Century European Civilization: 1815-1914 (Galaxy, BG 36).

Carson, Rachel, The Silent Spring (Crest, T681).

Cleaver, Eldridge, Soul on Ice (Delta 8163).

Denbeaux, Fred J., The Premature Death of Protestantism (Lippincott).

Ehrlich, Paul R., The Population Bomb (Ballantine, 73031).

Eiseley, Loren, Darwin's Century (Anchor, A 244).

________, The Immense Journey (Vintage, V157).

Feynman, Richard, The Character of Physical Law (MIT66).

Fortas, Abe, Concerning Dissent and Civil Disobedience (Signet).

Gardiner, Martin, Relativity for the Million (Pocket Books, PB 95011).

Grier, William H. and Cobbs, Price M., Black Rage (Bantam, N3931).

Henderson, W.O., The Industrialization of Europe: 1780-1914 (HB&W).

Hook, Sidney, Marx and the Marxists (Anvil, A 7).

________, World Communism (Anvil, A 62).

Josephson, Eric and Mary (eds.), Man Alone: Alienation in Modern Society (Dell, 5182).

Kohn, Hans, Nationalism (Anvil, A 8).

Kuhn, Thomas S., The Structure of Scientific Revolutions (Phoenix, P159).

Leavis, F.R., Two Cultures? The Significance of C.P. Snow (Pantheon).

Lee, Dorothy, Freedom and Culture (Spectrum, S-6).

Malcolm X and Haley, Alex, The Autobiography of Malcolm X (EverBC, B 146).

Masotti, Louis H. and Corsi, Jerome R., Shoot-Out in Cleveland (Bantam, NZ5333).

Matson, Floyd W., The Broken Image (Anchor, A 506).

McLuhan, Marshall, Understanding Media: The Extensions of Man (McGraw-Hill, 45436).

McNeill, William H., The Contemporary World, 1914-Present (Scott-Foresman 10).

Mills, C. Wright, The Marxists (Dell, 5470)

Morris, Desmond, The Naked Ape: A Zoologist's Study of the Human Animal (Dell, 6266 1).

Nelson, Benjamin (ed.), Freud and the Twentieth Century (Meridian, M45).

Neumann, Robert with Koppel, Helga, The Pictorial History of the Third Reich (Bantam, S2445).

Niebuhr, Reinhold, The Irony of American History (Scribner, 58).

Nomad, Max, Aspects of Revolt (Noonday, N212).

Ortega y Gasset, José, Man and Crisis (Norton, N121).

Pinkney, Alphonso, Black Americans (Spectrum, S-07739).

Report of the National Advisory Commission on Civil Disorders (Bantam, QZ4273).

Roth, Jack R. (ed.), World War I: A Turning Point in Modern History (Knopf, BH 2).

Schoenwald, Richard L. (ed.), Nineteenth-Century Thought: The Discovery of Change (Spectrum, S-129).

Shafer, Boyd C., Nationalism: Myth and Reality (HB&W, HB50).

Scott, Nathan A. Jr., The Broken Center (Yale, Y 206).

Shirer, William L., The Rise and Fall of Adolf Hitler (Random).

Snow, C.P., The Two Cultures: And A Seoond Look (Cambridge, CAM 576).

Snyder, Louis L., The Idea of Racialism (Anvil, A 66).

Taylor, Gordon R., The Biological Time Bomb (World).

Tucker, Robert C., The Marxian Revolutionary Idea: Essays on Marxist Thought and Its Impact on Radical Movements (Norton).

Ward, Barbara, Five Ideas That Change the World (Norton)

________, The Rich Nations and the Poor Nations (Norton)

Whitehead, Alfred North, Science and the Modern World (Free Press, FP 93519).

Williams, Charles, Witchcraft (Meridian, M62).

Williams, L. Pearce (ed.), Relativity Theory: Its Origin and Impact on Modern Thought (Wiley).

Wolfe, Bertram D., Marxism: One Hundred Years in the Life of a Doctrine (Delta, 5468).

Odds and Ends

A student must accept responsibility for educating himself, even in formal education, for the educated man is primarily self-educated. Each student should take full advantage of this course. What one receives from it, or from any course, is proportional to the effort put into it.

Any course, indeed any undertaking in life, must, however, have certain rules and regulations. Since such "administrivia" can be irritating, even debilitating, red tape in this course is minimal.

Grading:

The course is offered on a pass-fail basis. Students will not receive a traditional letter grade, and only pass (P) or fail (F) will be noted on the transcript at the end of each quarter. Students who fail any quarter will repeat the appropriate material in a subsequent year. The student will be evaluated periodically so that he is informed of the quality of his work.

Attendance and Evaluation:

Each student is expected to attend all functions of the course, including discussion sessions. Each will report his own attendance.

Every other week each student will submit an evaluation form to his discussion leader with comments about lectures, panels, movies, discussion sessions, etc. Forms will be provided for this purpose. Attendance should also be reported on them.

Discussion sessions:

The class has been divided into discussion sections. These sections provide a forum for dialogue about what the participants have heard, seen, and read, and help them integrate the material into a cohesive whole. Select upperclass students serve as discussion leaders. Except for the first meeting of the discussion groups, the time and place of meeting will be determined by the leader in consultation with his group. Assignments of students to discussion leaders are listed in a separate handout sheet.

Reading:

A list of required readings may be found on page 18. Each student is expected to read all of the books on the list. Specific reading assignments are incorporated into the syllabus. Required readings should be studied carefully and thoughtfully, not merely skimmed.

Students are encouraged to read more than is required; therefore, a list of supplementary readings is provided (p. 18). Many of these books are available in the College Bookstore, most of them in paperback. Some may be read in one sitting. The art of skimming should be acquired by each student as early as possible in his college career.

Advising:

Students who have problems with the course or want to discuss ideas should talk with their discussion leader in the dormitory. The class has been broken into groups of fifty to sixty students with a faculty member assigned to each group (see handout sheet). These faculty members are available for conferences during their posted office hours. Appointments may also be arranged with Mr. Hoffman and Mr. Peters.

Position Papers:

Each student is expected to write position papers as assigned. Such papers serve to sharpen one's thinking and at the same time provide much-needed practice in writing. Sample position papers are included (pp. 10-17).

Papers marked "unacceptable" will have to be rewritten.

THE ADVANCE Tuesday Oct. 7 1969

'20th Century' Begins With Ups And Downs

Like the period with which it is concerned, Hiram's "Twentieth Century and It's Roots" course will apparently have its ups and downs.

Student reaction to the new program is mixed as it enters it's second week. The panel discussion on black militantism enjoys the distinction of being the most stimulating moment of the still-infant course, other parts of the course being less spectacular when judged by student opinion. The effectiveness of various facets of the program is dependent largely upon the personalities involved, explained Dr. Wilson Hoffman, Co-Director of the Course Committee.

Having begun September 23rd and ending June 4th, the course will bring to Hiram thirty-three guest speakers, forty films, and five distinctly artistic presentations.

Seventy-six lectures will be given in addition to seven panel discussions, three poetry readings, a piano recital, a concert, a play, and one play reading.

The guest list includes such figures as philosopher Sidney Hook, Rabbi Richard Rubenstein, Cleveland Urbanologist Mr. W. Arthur LeMon, black studies expert Dr. William Banner, pianist Armenta Adams, and critic Dr. Thomas Hanna.

The basic format of the course lies in the Student operated discussion groups; surrounding that are the lectures and presentations. Course work will consist of position papers written by the students to be presented in discussion groups, and the required reading.

Arranged into three parts, the first quarter will consider the topics of alienation, racism, industrialization and the urban crisis, and modern science and its effect on society.

Winter quarter topics will be the image of man in literature and the arts, socialism and communism, the mind of man: philosohical antecedents ot current views, nationalism, imperialism, population, poverty, and polution.

In the Spring quarter, the course will cover the topics ot war and revolution, morality in contemporary society, responses to crisis: man's search for meaning.

Underlying the course will be the theme that twentieth century man may be contrasted with ninteenth century man. An explanitory pamphlet for the course states that "In general (19th Century man) believed that history progresses towards a better state of life...Ironically, the scientific and technological foundations which gave substance to the belief in progress have, in the twentieth century, produced some of man's most serious frustrations."

Special elements of the course will be its pass-fail nature, a student--run newsletter, and student-run classes at the end of the year. The newsletter is to provide a forum of student and faculty opinion of the course and include announcements pertaining to the course. The student classes will be programs arranged by the students in light of the overall course.

The course is the result of two years of planning by a task force appointed by President Elmer Jagow and assisted by S.E.A.C. Planning for the course now rests in the hands of an 11-man student-faculty committee headed by Dr. Hoffman and his colleague, Dr. Eugene Peters. Dr. Roland Layton, Mr. Paul Rochford, Mr. George Zack and Dr. Edward Rosser are other faculty members on the board, which includes students Bill Bruce, Steve Kaplan, Ed Kostansek, Paul Mason and Carole Rudich. Thirty-three other students head discussion groups.

APPENDIX 5

EVALUATION OF THE 1969 INSTITUTE

A. Director's Evaluation of the Freshman Institute, John Shaw
B. Selected Faculty Comments on the Freshman Institute
C. Table: Faculty Evaluation of 1969 Freshman Institute
D. Random Student Comments About the 1969 Freshman Institute
E. "It Wasn't So Bad", By Bill Parker, The Advance, Tuesday, October 7, 1969

Appendix 5

DIRECTOR'S EVALUATION OF THE FRESHMAN INSTITUTE

GENERAL INFORMATION

The first Hiram College Freshman Institute took place from September 15 to September 25, 1969, with two and a half days preceding for staff training. Twenty-six full time faculty taught about 350 students, with two full time consultants, one visiting Human Relations Training expert, and several part-time helpers. The schedule of events devised by the staff and Director the previous Spring Term was adhered to pretty closely: one film (out of six) was not shown; the second mini lab was omitted; the final assessment session and picnic were not held. Otherwise, films, workshops, essays, speeches, and lectures were presented as scheduled. The schedule is herewith attached.

Generally speaking, all participants, faculty and students, entered into the venture with high hopes and good intentions, and generally speaking the consensus gentium was that the institute worked well. Teachers met their responsibilities faithfully, and students fulfilled their obligations. Success was in the air and enthusiasm characterized the atmosphere, and most participants seemed to have a good feeling about the Institute throughout the ten days. While it is a cliché that no educational experiment ever fails, in the case of the Institute I think we truly are on to a uniquely strong program. There is no question that it should be repeated as an important component in Hiram's new program.

Much, however, can be done to improve the Institute, and I will try in this Report to suggest improvements as I go along. Undoubtedly, the new staff and next Director will wish to change things, but I hope they will pay close attention to the suggestions offered here and not depart too far from a successful formula.

STAFF TRAINING SESSION

The schedule for this is herewith attached. We met from 9 till 4 on the Thursday and Friday, and from 9 till 12 on the Saturday, preceding the opening of the Institute. The President and Dean were good enough to address the first session, thus enhancing the occasion with a certain importance. "Training" for experienced faculty members is a delicate matter; direction from a peer can be hard to take. I'm happy to say the staff attitude during these long and busy two and a half days was admirable. Especially, the English Department, already well trained in the teaching of writing, was patient and cooperative: those six members deserve high praise.

The objective of these meetings was to provide helpful suggestions and practical experience to teachers unused to correcting, or even commenting on writing, or speaking, as a skill in itself. Advice was given, and plenty of practice was provided. In addition, we tried to discuss every aspect of the Institute, offering advice where possible. I was frankly disappointed in several of the presentations by faculty members who had not carefully prepared their materials. As early as the preceding June, I had asked each performer to be thoughtfully prepared. Eugene Peters was especially thorough; most of the others were not. The problem, as usual, is getting faculty members to take their job seriously when it is, for them, merely another committee assignment.

For next time, I highly recommend again the staff training session, even if many of the faculty have been through it before--new faculty members will be there and NO staff, no matter how expert, is so accomplished at discussing books and films and writing that it cannot gain from some intensive training, including us English teachers. The Director should make more of an effort to see to it that those in charge of speaking about the books or events of the Institute should present their material well. Gene Peters set the right example to follow. We should, of course, not have Mr. Keene back, nor any one else in his place.

In all, I'd recommend pretty much the same format and schedule for the Staff Training Session.

SENSITIVITY TRAINING

This is hard to evaluate, or even speak loosely about. For one thing, the students, newly arrived and scared, are the focus of attention, and what we over-thirty people think doesn't count; our opinion-especially those of us who tend to be close-minded--is quite literally irrelevant. We can, however, make a couple of comments regarding the mechanics of the training. At the training session the outside consultant, Dr. Ernest Keene, was poor. Ironically, he himself did more to alienate his co-workers in the mini-lab than any other single factor. He set a slovenly, gimicky, anti-intellectual, silly tone which destroyed his chances of winning any faculty adherents to his project.

Mr. Keene's approach at the Institute Lab struck me as all right, except for a certain asinine preoccupation with the childish humor about toilets. Mrs. Redmond, or Bill Carrell, could have done as well if not better, surely. The biggest mistake was in trying to handle the entire class in one room. Next time, the group should be split in half, and two halls used.

And I think we ought to try the sensitivity training again, despite negative reactions from the faculty. Better orientation at the staff session, a wiser series of exercises, and smaller groups to work with might improve the experience.

THE LECTURES

As noted in the schedule the Institute presented six lectures, mostly about writing. These turned out to be of pretty good quality, all were short (one was presented on paper and not delivered); most were useful.

Since an important part of college pedagogy is still the lecture, I think this part of the Institute should be strengthened to the point of being the most memorable part of the ten days. An unusually high standard of lecture should be established at this important juncture between high school and college teaching.

I suggest, therefore, that we reduce the lectures to three or four, and seek outsiders for these. For example, we might invite an editor of the New York Times to speak about "good writing," or a lively linguist to lecture on language. I propose turning the lectures into functions deserving, indeed commanding, the attention of the students, thus setting the tone for the year ahead.

The regular morning session for the lecture serves also as a daily opportunity for announcements and so on.

THE FILMS

a. Educational films: two on language.

These turned out badly. One, the first, we had not previewed and received evidently by mistake. The second we did not show since the students had laughed at the first--why further demean the subject of language? We should probably have shown the second for those who wished to see it. Perhaps, too, this kind of educational film (which was originally on educational television) should be viewed by small, and therefore less visible, groups of students. For next year, however, I'd recommend doing without these two films

b. Writing films: five short ones.

These proved interesting, both as examples of film making and as inspiration for theme writing. The schedule arrangements were successful, I thought, and I recommend this approach to writing to be incorporated in pretty much the same way next year.

c. Commercial films: War Games, Blow Up, Fahrenheit 451, Juliet of the Spirits

The idea of having famous, or notorious, films for three or four evenings is good. Where we failed to exploit the medium, however, was first in the selection of films which seemed to me to be haphazard and catch as catch can, rather than methodical and planned. And then, too, the short lectures before the films were not to the point or useful, which in turn meant that discussions afterwards would be desultory. We take far too much for granted in our use of films; students generally are not visually, or artistically sophisticated. On the contrary, they need help, stimulation, direction. Otherwise, they watch a film like Blow-Up quite uncritically, getting nothing more out of it than a little prurient entertainment. Furthermore, the films, it seems to me, were not capitalized upon by the faculty for group discussions, or writing, or speeches. We could have used the material much more than we did. I think a better focus on this aspect of the program should be given in the staff training sessions. With such an emphasis, plus carefully selected and artistically related films, plus stimulating prefilm talks--we would have a strong pedogogical device working for us.

THE FILM MAKING

This, of course, was highly successful. The project was inherently interesting and it had the side effect of drawing students together. Considering that it was the first attempt for us, that we had a paucity of equipment and that time was very short, we did a fine job. Much improvement in organization can be made, however. The setting up of projectors for first viewing, and editors, could be far more efficient another time. The providing of ample advice to groups--and teachers--could be extended, too.

I see no reason to devote more time to this enterprise: but what time we devote should be more carefully organized. As it was, despite various difficulties, like a rainy day at the peak camera shooting time, we still came out with a surprising number of good films, high morale, and enthusiastic experiences. But we should not let the success of this single episode lead us to emphasize the film making any more than we did. It's a pleasant gimmick of more social interest than educational or creative value.

THE WORKSHOPS

The Institute provided some 18 hours of workshop time, during which students could write, work at film making, or whatever the faculty member wished or the group decided. This arrangement of large blocks of unstructured time is excellent, I think. Students and faculty alike were aware of the necessity for hard work; much had to be accomplished; in fact, the single most persistent statement about the Institute was that there was too much to do. But it somehow all got done, largely because of the workshops: four themes, a speech, a film prepared, acted, shot and edited, book discussions, and many formal appointments. All this was done in ten days.

The combination of the formal lectures with the loosely arranged workshops' almost independent work, was a good one for introducing the student to college life, and I believe most of the students found it so. They could experience the heady release from high school structures within a frame that was both permissive and demanding. Moreover, if they misused their time--as most of them did not do--they were not severely penalized by a grading system.

We did not expect to improve their writing, though some seemed to feel that we did. Our objective was to establish standards and expectations about good, clear writing. This, I believe, was accomplished. We hope the students will write carefully from now on, taking their writing assignments--in whatever course--seriously.

It is clear, however, that we must reduce the number of themes required from four to three, in order to provide time for more rewriting. But the focus of the Institute should remain on communication skills, particularly writing, and this part must be entered into seriously.

The library paper caused consternation, though I believe it was of great value since it introduced students to the library in a practical way. More time and better organization are required. But the idea is right and the usefulness undoubted. Thus, if we go to three themes next year, one of them should involve some research, limited and controlled.

The speeches were not successful. Too little time and too little help at the staff training session reduced this assignment to near uselessness. I would suggest either dropping the speech, or else making it work. It should not be an empty gesture at fulfilling the assignment.

THE DIRECTOR AND STAFF

All told, the faculty participating in the Institute did well. The Director should not teach, however, for he can not administer the Institute effectively and teach his group well, if he tries to do both. Much of the confusion and many of the weaknesses in organization might have been avoided had the Director been able to focus all of his attention on the administration of the Institute. Now that the Institute has been organized and run once, perhaps the Director can accept the one salary of $500, rather than $1000, and not teach at all, thus enabling another faculty member to teach in his place.

The Director should be invited to the President's Reception, since he is in a sense the chief administrator for the freshmen during those ten days.

My only complaint with faculty participants has to do with those responsible for special assignments in staff training, or in lectures to the Institute: they did not all take this work seriously enough, as I've already indicated. On the other hand, the staff did a remarkably fine job of teaching in the workshops. The conscientiousness of teachers, their sympathetic and focussed concern for their students, made a marked impression on the freshmen, most of whom had never before received this kind of attention. Many aspects of the Institute pleased me, but none more than the spirit and abilities of the staff of teachers.

Here I might add, too, that I personally received marvelous support and help from administrative personnel, from secretaries, from secretary helpers, from the Library Staff, from the Resource Center, from the Director of the Student Center, and from the Food Service. No Director of the Institute could possibly hope for better cooperation.

SELECTED FACULTY COMMENTS ON THE FRESHMAN INSTITUTE

September, 1969

Rarely is a program successful enough to merit discussion of its improvement. However, the Freshman Institute, or what I saw of it, is already in that position. The criticism that follows, then, is offered with respect for what has been accomplished.

It became apparent early in the Institute that the students had not anticipated the strong writing orientation of the program. This seemed due partly to the emphasis on film in the schedule of the Institute and partly on our euphemisms about "communication" in the description they received.

A few specific aspects of the Institute seemed to contribute unusually to the class identity or common experience that was one of our goals.: the coeducational grouping, the film making, and, in our case, a visit to my home. The academic usefulness of the film making experience could have been enhanced, however, by a chance for critical appraisal.

The positive and enthusiastic attitude of most of the members of my group finally convinced me that we were accomplishing something--that "something", however, was somewhat different from my original aspirations, and I'm curious as to how many staff members had to lower their sights.

Just exactly how far my students progressed in their ability to write, I don't really know. There was noticeable improvement in two. One student appeared nearly hopeless. I think they learned something about organization, paragraph writing, and unit. They learned to use the library efficiently. What impressed me most was their learning to work together, their good humor and their willingness to work hard on every assignment.

Let me say at the outset that I thought--and continue to think--that the Freshman Institute was highly successful. It was excellently conceived and exceptionally well carried out. Such bugs as it may have had could certainly not have been foreseen. With a minimum of changes, I think the Institute should be continued.

P.S. It is interesting that the rapport established with those fourteen kids has not yet broken down. At least half of them have come to see me in my office since the regular academic year began, and three or four others have asked to make appointments to talk about their present work.

The inauguration of the Freshman Institute program in September, 1969, was an unquestionable success, and a large improvement over the skeleton freshman orientation program that had preceded it in former years. The Institute was an ambitious undertaking and required skillful organization and carefully selected personnel to bring it off successfully.

All in all, it was a good experience and an auspicious beginning for the new program of freshman studies at the college.

In general, I think the Institute was a success and should be continued. It was a very good environment for teaching writing.

Selected Faculty Comments on the Freshman Institute (continued)

The main criticism of the Institute of both students and faculty was "too much to do in too short a time."

As an approach to acclimating student to college life and particularly to Hiram's new curriculum, as a means of inspiring group identification and interaction, as an alternative to the generally uncreative freshman orientation programs in most colleges and universities, the Freshman Institute has proved itself worth the efforts that went into its implementation.

I feel this program was one of the most dynamic academic programs that I have ever taken part in. I do feel, however, that much of what was planned was not the most successful part of the Institute. In general, the lectures were not directed to the students, their problems, or the topic.

The best result from the entire Institute was having freshmen around without the vacuum created by seniors and juniors who are already bored with this life. We hit on a formula that works, because freshmen, left to their own devices, can excite each other, they are unafraid, the atmosphere is one of "this is our school." It was probably the best positive result coming out of the entire Institute. I was happy to participate and I learned much more that I taught (I read the readings!)....

I know it was hard for me to give up time for my own work to take on the Institute, but I enjoyed it.. At the end of the 10 days, however, I felt that the check handed me was too little for the effort required! Those freshmen know how to get their money's worth!

After experiencing the Freshman Institute, my primary thought is that we have a good idea and can make it work for us even more effectively. The unknowns we had to work with before are now matters of record as we can much more easily amend our procedures.

In general, I was very pleased with the Freshman Institute. This was far superior to any other mode of orientation and general introduction to college life we have had previously.

The so called "sensitivity training" should be completely omitted. The only value to this appeared to be the assembly of the class in an informal situation. This could be achieved in some less structural and silly manner. A well-run mixer, dance or game night could achieve as much and be entertaining. This latter aspect does need some attention in the Institute.

A general review and intent of the movies to be shown probably should be a part of the general faculty training session. Many students, as well as myself, often wondered at the movies' role in the Freshman Institute.

Eventual participation in the institution by other members of the faculty would be of value to the college as a whole. My participation has certainly made me much more conscious and critical of students' writing techniques and errors. All faculty reading all student papers with more than just content in mind should eventually improve the caliber of students' papers.

Making a film is a fine and fun idea! The kids learned a great deal about communicating without words. I again wish there had been more time. Perhaps more equipment and a less rigid schedule of filming and editing would help. They're producing one thing as a group was a very valuable experience in group dynamics as well as visual communication.

FACULTY EVALUATION OF 1969 FRESHMAN INSTITUTE

	Positive	No Comment or Neutral	Negative	Making the Suggestions
A. The books				
Evaluations -				
Hard Times	3	9	6	
Modes of Argument	3	11	4	
Style	2	12	4	
Suggestions -				
Reading should be more relevant				2
Eliminate *Hard Times*				4
Eliminate *Beardsley*				3
Eliminate *Singleton*				4
More attention to *Beardsley* and *Singleton*				1
Substitute a short novel				1
More use of assigned text				1
B. The lectures				
Evaluations -	7	8	3	
Suggestions -				
Have fewer				1
Should be more relevant				1
Earlier in Institute (as basis for discussion & writing)				1
C. The written assignments				
Evaluations -	8	9	1	
Suggestions -				
Three instead of four				6
Remedial writing course needed				3
Drop library paper				2
D. The film				
Evaluations -	7	9	2	
Suggestions -				
Short films should be more relevant				3
E. Discussions				
Evaluations -	2	11	2	
Suggestions -				
F. Student Speeches				
Evaluations -	1	12	5	
Suggestions -				
Have two--beginning & end				1

Faculty Evaluation of 1969 Freshman Institute (continued)

	Positive	No Comment or Neutral	Negative	Making the Suggestion
G. 8mm. film making				
Evaluation -	12	4	2	
Suggestions -				
It took too much time for making & editing				2
Need better film supervision				1
Need more time for making film				4
Should be more student oriented				2
Need more adequate facilities				1
H. Sensitivity training session				
Evaluation -	2	7	9	
Suggestions -				
Explain sensitivity training ahead				1
Need better management				1
Keep it				1
Make it optional				2
Drop it				3
Need smaller groups				1
I. Faculty training sessions				
Evaluations -	5	11	2	
Suggestions -				
Shorter training program				2
Longer training program				2
J. Tightness of scheduling, amount of work and organization				
Evaluations -	0	9	9	
Suggestions				
Reduce evening commitment				1
Spread themes more evenly over period				2
Need better integration of assignments				1
Schedule is too heavy				1
More time for theme evaluation, speeches, discussions, film making				2
Avoid schedule changes				1
Shorten Institute				1
Lengthen Institute--2-3 days				4
K. Availability of Library				
Evaluation -	2	14	2	
Suggestions -				
Make facilities more available				3
(Open until 11:00 P.M.)				2
Library tours needed				1

Faculty Evaluation of 1969 Freshman Institute (continued)

	Positive	No Comment or Neutral	Negative	Making the Suggestions
L. Availability and adequacy of the filming equipment				
Evaluation -	0	14	4	
Suggestions -				
Need more filming equipment				2
Need better microphones				1
Need overhead projectors				1
Evaluation of the Institute as while	17	1	0	

STUDENT COMMENTS ABOUT THE 1969 FRESHMAN INSTITUTE

The following comments are verbatim responses by a random (not selective) sample of freshmen to each of three main open-ended questions asked of them on the Institute Evaluation form; the questions are given below, preceding the student comments.

Response to Question II

II. The Freshman Institute has been described as follows:

The Freshman Institute has two main objectives. First, it will challenge the student to be articulate and creative in expressing his thoughts and will provide him with individualized help in working toward that goal. Second, it will offer an exciting academic orientation to college and especially to the new Hiram curriculum. Because of the brief and intensive nature of the Institute, its main value will lie in motivating the freshman and setting the tone for what follows.

On the basis of your experience, we would like to know the extent to which the above aims were achieved for you.

It was challenging enough when it came to the writing, however, maybe too much concern was placed on the papers rather than in helping to get the students feet under them.

I feel that the new curriculum will be more beneficial than the traditional because now individuals will be able to concentrate on their fields than if they had to take the required courses.

The past ten days have been busy ones. I was fortunate to have a teacher who could help me out in my writing.

We were challenged greatly in being creative. However, while the individual help was good, there was not enough time for it to be really helpful. When we met with our colloquia teachers, I was disappointed in the help our group received in planning our schedule. The advisor knew just about as much concerning the courses offered.

I guess it is normal for freshmen to become so depressed at the beginning of the college year. But it seemed to me that some of the kids I talked to, me included, were unusually depressed because of the tight schedule of papers, etc. If college is going to be as hard as this institute was then there will some of us who will be going home!

In some ways (getting to know the kids, etc) the Institute made me excited. I look forward to such activities as choir, tutoring, games and dorm parties at 12:00 at night.

Question II (continued)

I was definitely motivated to take an active part in college life and I became excited about actually starting classes. I feel it helped me adjust and become part of the school. It was a very beneficial experience.

All above aims were achieved for me (and by me) satisfactorily. I feel ready for my 4 years at Hiram, where as before I was scared and a little confused. Thank you.

The Freshman Institute was a new experience for me. My faculty adviser was very helpful in guiding my writing.

The Institute was a good way to get to know the other freshman before the upperclassmen came. It was much more worthwhile than a "rush week" or weekend conference.

None, it would of been a total lose and bore if not for Keith and certain students.

The first objective was fulfilled in part but still failed to accomplish its goal. There were too many papers in such a short time that one could not concentrate adequately on the papers in order to prepare a better paper. Therefore, one was only given a slight chance of really perfecting his work.

It did both.

It was very well achieved. It was a very good introduction to Hiram.

I learned the importance of transition in creative writing. Because of the lack of concrete assignments, there was no personal growth in my expression of "ideas." It did effectively orient me to the college.

I thought that the orientation was exciting and very thought provoking. I thought it was a good preparatory week for the future.

I think that my writing has improved somewhat. I feel that I have learned quite a bit during these 2 weeks. I think these two weeks set the tone for the year and it awakened your mind from the summer.

Motivating one.

The above aims were well reached. I was motivated more than in any other learning institution. To me, it accomplished its main objectives.

Question II (continued)

The institute has helped me to realize where my expression and writing needs improvement and how I may more effecitvely express myself in the future. It also introduced me to Hiram College life in a way that allowed me to understand the how, what, where and why of the college before the academic year was begun.

I think it was a very good program and achieved most of its goals but not all.

The institute helped me in the first point but as far as introducing me to the new curriculum, I will have to see what it is like before I decide whether or not it has really achieved this for me.

I was very much impressed by the entire course. I find that I have been sobered and will have no trouble in settling down for the work ahead. I am enthusiastic and hope to learn much.

I have improved my writing with the aid of my instructor.

I think that the institute accomplished most of its aims.

I was definitely challenged to be articulate and creative and received a good amount of help. I can't really say how well oriented I was though. I did get to know not only many of the students but some of the professors, deans and the president. This I feel is important and one of the institutes best qualities, its not impersonal as are many schools.

The Institute, in general, helped me in all the areas specified.

I loved the institute. I'm sure that I'll feel very comfortable at Hiram when classes begin. The institute took care of the uneasiness of being a freshman. I know what to expect from Hiram and what is expected of me. The institute work was challenging, exciting, and worthwhile. For me, the aims of the institute were achieved.

The institute was a bit too long. It got me used to knowing what was expected of me. It helped greatly in getting to meet classmates.

It was an excellent introduction to college. I felt that for some freshmen it was more of a frustrating experience than a motivating experience, but I feel that it motivated me. My only criticism is that there was too much to do and too little time to do it in.

I learned I need to work on creativity, but I was well oriented to this college.

Responses to Question V

V. How much did you learn in the Institute and in what areas?

Mostly I learned to produce papers on a tight schedule.

I learned to get along with other people, meet new people and undergo a new experience.

Learned to think about communicating. Learned to communicate through writing.

I learned a great deal in human relations, and a bit of writing style.

I gained more experience in writing. I learned, just a bit better, how to communicate in a group of kids my own age. In this respect the Institute was a great success.

Learned about making films, making friends, adjusting to college.

Very much: writing, listening, observing. Little: speeches, film-making, mini-lab.

I learned to be a little more out-going and more self-sufficient. I am learning to express myself orally much more than I had before.

I learned about people and also what was expected of me here at Hiram.

Films, a great deal. People, some.

I think that the Institute was more of a practice ground for college rather than a learning experience. Any knowledge gained would have been in the area of film-making and different camera techniques.

I didn't learn very much, but I got into the whole college thing which is important, and I met my fellow freshmen.

I learned a great deal. It was a great refresher course in writing and even thinking.

My friends-the educators: This cannot be measured.

I learned how to express my own feelings.

I learned about writing techniques and also filming techniques. I learned of the Negro demands and I learned that I'll have to really work hard to keep up with the work.

Question V (continued)

I learned much in the field of creative writing.

Not too much.

I learned a good deal about writing.

I learned specifically about where my writing needs improvement.

Style of writing, only small aspect. Gave me a chance to meet more people and find something in common with some before the upperclass arrived.

I believe that I have learned some of my weaknesses and how to correct them.

A little in each area.

I learned a little about budgeting time.

What I learned wasn't really facts or anything. It was experience in every area of the Institute.

I benefited most from the movie. I feel adjustment was easier to college life becuase it was just freshmen, and we received a lot of attention. I learned a few things about myself and also the Amish. I'm just mainly discouraged with my writing.

I learned how to express myself while under pressure for time, how to listen to what someone else is saying, and how to use what I've got wisely.

I'm not sure how much I learned, but I know that the Institute got me used to the Hiram way of life.

Very good beginning: helped me in writing, speech, and getting situated.

I learned how to become a better writer and how to communicate better.

Don't know as yet exactly what I learned, or in what areas, but I know I learned something.

Learned how the college operates.

Response to Question VI

VI. In summary, do you think we should continue the Institute as the way to start students' education at Hiram College?

I feel very strongly that you should continue it and learn from each class how to make it more interesting and useful.

Yes.

Yes, but there should be more time allowed for it.

Very much so, but cut out the mini lab.

I think you have less thing in the same amount of time but you should have the institute as a way of starting the student's education.

Yes, it is very helpful.

I think you should because the work is hard and the topics are varied. This gives the student more opportunity to learn more.

Not unless social activities are more involved and more time devoted to good writing on maybe one paper or topic a week.

A shorter version. We find what we seek.

I feel that the idea behind the Institute is excellent but the organization has much to be desired. A better schedule of events allowing the student to grasp the whole meaning of the situation would be appropriate.

Yes, definitely, but perhaps with a bit less writing.

Yes! Absolutely!

Of course!

Very much so. Maybe a few alterations, but a very valuable program.

I feel that the time to get your feet on the ground is important as well as the writing, but I also feel that if there are to be lectures, they should be far ahead enough in advance to aid the Frosh in their writing and what's expected.

Question VI (continued)

Yes, because it gives a new student a chance to express himself in writing but also physically through the mini-lab.

Definitely yes!

Yes, it is a very good introduction, and gets the students acquainted right away.

Yes, but I think it should be shorter. It seems to drag out. However, I think everything was rushed too much.

If the institute is to be continued-and it should be-there should not be so much to do. A week and a half is just about the right length.

YES!

Definitely it should be continued--it is a very valuable part of one's freshmen year.

Yes. It is a good idea. The freshman can learn their way around campus and get acquainted better before the upperclassmen come.

Yes, but either allow more time or plan less activities. Leave the library open for evening use.

Definitely, any other way would be ridiculous and not as meaningful. The old way was absurd! Colleges must change with the times.

Yes, I think that overall it is an effective experience.

Yes, it gives freshmen the time to get adjusted before they have to worry about classes. I think it should definitely be continued.

I think they should have the Institute but it should be when the other upperclass students are here.

Yes, I think the Institute should be continued but revised considerably.

Yes--Please leave out several of the Lectures to allow more time for work to be completed.

Absolutely, but extend the time a bit, or schedule the activities in a different way. Very difficult to write essays and attend all functions of the Institute.

An article from Student Newspaper about the 1969 Freshman Institute

THE ADVANCE Tuesday, Oct. 7, 1969

It Wasn't So Bad

Bill Parker

Bill Parker is a member of the class of '73 who is glad the first "hike" is over and is eagerly awaiting the end of the next.-Ed.

It's like a 20-mile hike on a sweltering August day. The sun presses down upon your throbbing head. Your feet are two sandbags, two hot, sore sandbags. You kick up dust that catches in your throat and becomes mud when you drink from your canteen in a fruitless effort to ease the unbearable discomfort.

The trek over, you take a cool shower, sit in the evening air and wake up the next morning saying, "It wasn't so bad." You don't want to do it over again, but the mind and body have no memory of fatigue and your attitude toward the past day's exertion is softened.

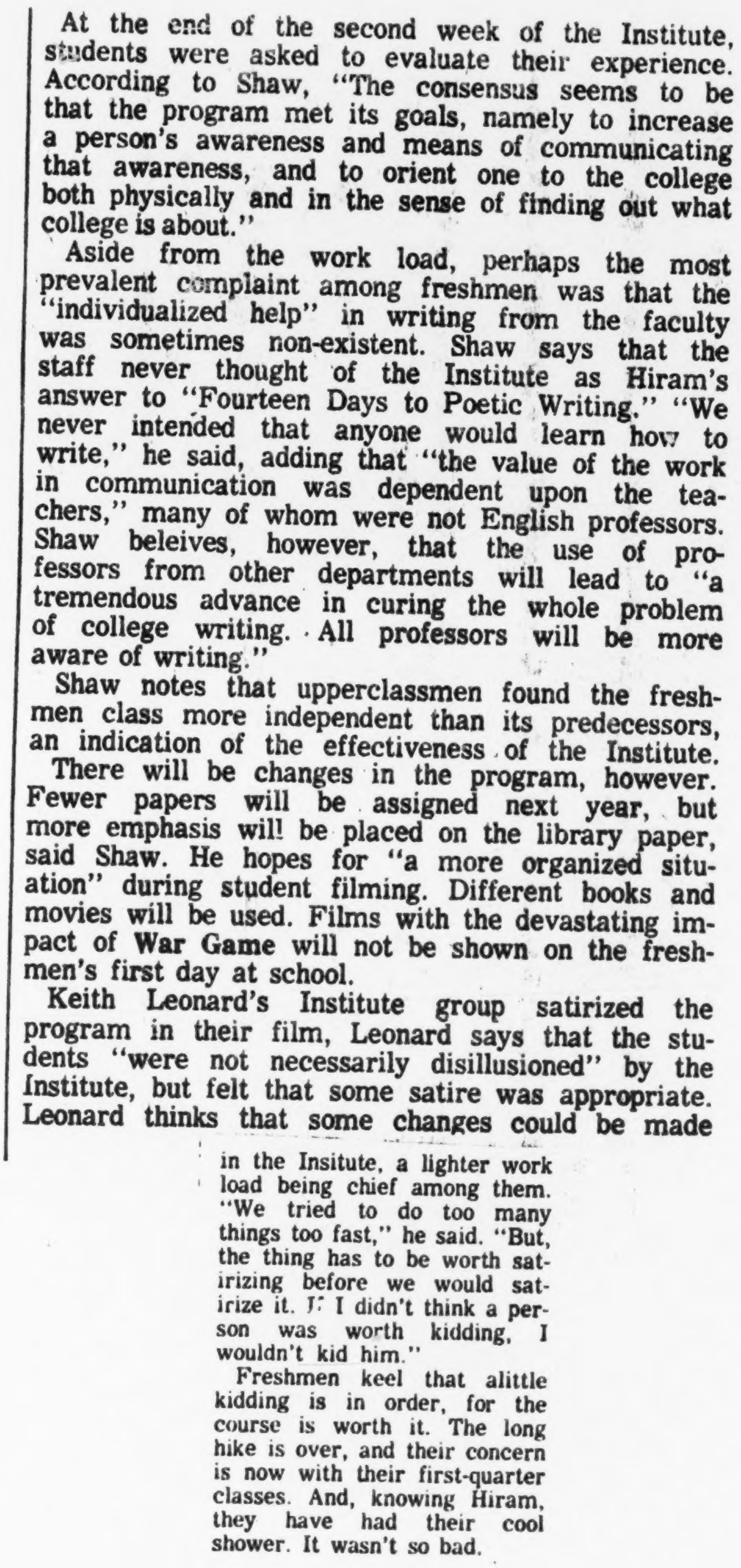
So it was with the Freshman Institue, a two-week journey through thickets of papers, a jungle of filming and a desert of commercial films endured by 350 freshmen totally out of shape for such an exercise after enjoying a summer of leisure.

And the dorm halls were filled with a blue cloud as freshmen voiced their disapproval after the first few days of the hike. Turning out papers like GM turns out Impalas, the newcomers found their main complaint in overwork and undersleep. Especially after ho-humming through their senior year, turning out papers like Ford turns out Edsels.

Then there were the all-day filming efforts. For a week, psuedo-Premingers scurried around the campus with a list of shots in one hand and a super-eight movie camera in the other, the latter an entirely foreign mechanism to all concerned. And, after the filming, the 26 groups sat down for two one-hour sessions that were studies in frenzy. "The filming was of value," said Institute Director Dr. John Shaw, "because it helped unify the freshman class. It was a good experience for them to go through as a group." A distraught student might ask if the Battle of Britain was a good experience for the English to go through as a group.

But then, when the ordeal was over and the time for judgement had come, the freshmen thought it wasn't so bad after all.

Student article about the Institute (Cont.)



At the end of the second week of the Institute, students were asked to evaluate their experience. According to Shaw, "The consensus seems to be that the program met its goals, namely to increase a person's awareness and means of communicating that awareness, and to orient one to the college both physically and in the sense of finding out what college is about."

Aside from the work load, perhaps the most prevalent complaint among freshmen was that the "individualized help" in writing from the faculty was sometimes non-existent. Shaw says that the staff never thought of the Institute as Hiram's answer to "Fourteen Days to Poetic Writing." "We never intended that anyone would learn how to write," he said, adding that "the value of the work in communication was dependent upon the teachers," many of whom were not English professors. Shaw beleives, however, that the use of professors from other departments will lead to "a tremendous advance in curing the whole problem of college writing. All professors will be more aware of writing."

Shaw notes that upperclassmen found the freshmen class more independent than its predecessors, an indication of the effectiveness of the Institute.

There will be changes in the program, however. Fewer papers will be assigned next year, but more emphasis will be placed on the library paper, said Shaw. He hopes for "a more organized situation" during student filming. Different books and movies will be used. Films with the devastating impact of **War Game** will not be shown on the freshmen's first day at school.

Keith Leonard's Institute group satirized the program in their film, Leonard says that the students "were not necessarily disillusioned" by the Institute, but felt that some satire was appropriate. Leonard thinks that some changes could be made in the Insitute, a lighter work load being chief among them. "We tried to do too many things too fast," he said. "But, the thing has to be worth satirizing before we would satirize it. If I didn't think a person was worth kidding, I wouldn't kid him."

Freshmen keel that alittle kidding is in order, for the course is worth it. The long hike is over, and their concern is now with their first-quarter classes. And, knowing Hiram, they have had their cool shower. It wasn't so bad.

APPENDIX 6

1970 INSTITUTE SCHEDULE

FRESHMAN INSTITUTE SCHEDULE

1970

Texts: Hiram College Style Sheet

Strunk and White, A Writer's Handbook

Man: The Dramatic Mode

Mimeographed Library Exercise

Day 1. Thursday, September 10

9:00 Opening Session: Remarks J. Shaw Hayden Auditorium

9:30 Introduction of film making Nubra Watson

10:00 Workshop. Consult rosters for room assignments

12:00 Lunch Group 1 at 12; Group 2 at 12:10; Group 3 at 12:20; Group 4 at 12:30; Group 5 at 12:40; Group 6 at 12:50

1:30 Workshop Group 1 to library: section 1 at 1:30; 2 at 1:45; 3 at 2:00; 4 at 2:15; 5 at 2:30

8:00 Film: Playboy of the Western World

9:30 Informal get-together to discuss film Kennedy Center

Day 2. Friday, September 11

9:00 Lecture on Language Professor O.L. Chavarria-Aguilar
University of Rochester

10:30 Workshop

12:00 Lunch Group 2 at 12; Group 3 at 12:10; Group 4 at 12:20; Group 5 at 12:30; Group 6 at 12:40; Group 1 at 12:50

2:00 Workshop

8:00 Entertainment

Day 3. Saturday, September 12

9:00 Workshop. Theme #1 due. Group 2 to Library: section
6 at 9; 7 at 9:15; 8 at 9:30;
9 at 9:45; 10 at 10:00

Noon Picnic

1:15 Freshman Questionnaires: all Institute students are expected to report to rooms as listed below:

Last names from A - E	Colton 120
Last names from F - J	Hinsdale 214
Last names from K - O	Hinsdale 203
Last names from P - Z	Frohring Art Lecture Room

8:00 Film: The Pawnbroker

Day 4. Sunday, September 13

Morning free for sleep, church, or work: Library will be open.

1:30 - 4:00 President's Reception: see schedules in dorms

Day 5. Monday, September 14

9:00 Lecture on Writing — Mr. Jonathan Schell, Staff Writer
New Yorker Magazine

10:30 Workshop

12:00 Lunch Group 3 at 12, etc.

1:30 Workshop Group 3 to Library: section 11 at 1:30;
12 at 1:45; 13 at 2; 14 at 2:15; 15 at 2:30

8:00 Film: Caretaker

Day 6. Tuesday, September 15

9:00 Workshop. Theme #2 due.

12:00 Lunch Group 4 at 12; etc.

2:00 - 4:00 Language and Math Exams Hinsdale (see schedule for room assignments)

Day 7. Wednesday, September 16

9:00 Lecture on research and scholarship Professor Robert Waite Williams College

10:30 Workshop Group 4 to Library: section 16 at 10:30 17 at 10:45; 18 at 11; 19 at 11:15; 20 at 11:30

12:00 Lunch. Group 5 at 12; etc.

1:30 Workshop

8:00 Film: Ulysses

Day 8. Thursday, September 17

9:00 Workshop Film making finished up by 5 p.m. All sections must be finished, so films can be processed Thursday evening.

10:00 - 11:30 Theory Proficiency Examination Frohring Music Hall

12:00 Lunch. Group 6 at 12; etc.

1:00 - 4:00 Music auditions Frohring Music Hall

8:00 Drama Production: the multi-media show of last spring

Day 9. Friday, September 18

9:00 Lecture on the literature of protest and propaganda and film, Night and Fog Professor Warren Taylor Hiram College

12:00 Lunch. Group 1 at 12; etc.

1:00 - 4:00 Music auditions Frohring Music Hall

1:30 Workshop Group 5 to Library: section 21 at 1:30; 22 at 1:45; 23 at 2; 24 at 2:15; 25 at 2:30

Day 10. Saturday, September 19

Workshop. Theme #3 due. Group 6 to Library: section 26 at 9:00; 27 at 9:15; 28 at 9:30; 29 at 9:45; 30 at 10:00

Evening party scheduled by upperclassmen

Day 11. Sunday, September 20

Morning free for church, sleep or work.

Afternoon: finish up editing of films

Day 12. Monday, September 21

9:00 Final Session: all work finished and in.

10:00 Students meet with advisors, that is, Colloquium Leaders

Noon. Institute Finished.

APPENDIX 7

EVALUATION OF THE 1969-70 COLLOQUIA

A. Final Report on the Freshman Colloquium Program 1969-70,
Robert L. Watson, Director
B. Selected Faculty Comments on the 1969-70 Freshman Colloquia Program
C. Summary of First Quarter Freshman Colloquium Comments
D. Selected Freshman Comments on the Colloquium Program, Fall Quarter
E. Summary of the Third Quarter Freshman Colloquium Comments
F. Selected Freshman Comments on the Colloquium Program, Winter and Spring Quarters

FINAL REPORT ON THE FRESHMAN COLLOQUIUM PROGRAM 1969-1970

by Robert L. Watson
Director, Freshman Colloquium Program

The first section of my report is devoted to an identification of the various and varying successes of the Freshman Colloquium Program for the 1969-1970 year. Suggestions for adjustment and improvement in the program are contained in section two.

I.

Several accomplishments of note characterize the first year of the Freshman Colloquium Program. The four goals designated as central to the program were achieved in varying but substantial degrees.

The substantive academic content of Freshman Colloquia included both quality and variety. Sixty different Colloquia were offered with topics as rich and varied as Shakespere, evolution, computers, and love. Even among the seven Colloquia topics that were repeated in the second and third quarters, a significant variation in content and approach characterized the offerings.

Every effort was made by the Executive Committee of the Colloquium Board to examine with great care the descriptions of Colloquia I and II. A Colloquium with inadequate content or content that too closely approximated that of an introductory course in a particular discipline was returned to the author and not approved until appropriate changes were made.

Techniques employed by Colloquia teachers also varied widely, but included an extensive use of discussion, writing, and field trips, laboratories or studios.

Students recorded through their evaluations that for Colloquia I and II the amount learned was equal to or slightly higher than the amount learned in traditional courses, and considerably higher than the amount learned in other components of the new curriculum. Approximately ninety percent of the students in Freshman Colloquia indicated that they had learned an average amount or more in their particular Colloquia.

Academic advising was the one goal that applied to Colloquia I and not Colloquia II. Through Colloquia I, more time was given to the academic advising of freshmen than in any year in the immediate past. Departmental Guidelines for Pre-major Advising was edited with the help of departmental chairmen and used extensively by teachers of Colloquia I in their advising. The faculty response has been one of appreciation for the new opportunities that Colloquia I provideded for developing and sustaining effective faculty-advisee relationships. The students have indicated their appreciation as well. And while student satisfaction with advising declined from September to May, the degree of decline was approximately one-half that of the previous year, and the level of satisfaction at year's end was significantly more than that registered the previous year under the former system.

In its effort to continue the emphasis upon oral and written communication begun in the Freshman Institute, the Freshman Colloquia also achieved significantly. Oral communication, most frequently in the pattern of formal or informal discussion, received considerable attention in both Colloquia. Some students, however, in their year-end evaluations expressed the desire that even more attention be given to this dimension of the purpose for Colloquia. Several faculty members in the program have shared with me their observation that an unusual number of freshmen this year are willing to speak and discuss issues in the traditional elective courses in which they are enrolled. Many factors account for that willingness, I am certain among them may be the emphasis in the new curriculum upon oral communication.

Contrary to an occasional rumor that circulated during the year, no Freshman Colloquium was devoid of attention to written work. While every Colloquium had the equivalent of at least two modest written assignments, the vast majority had several assignments, among which one or two were of substantial length. A few Colloquia, by nature of their content, concentrated very heavily upon written expression.

The student response indicates that considerable attention was given to written expression. Most encouraging in this regard is the performance of our freshmen in the standardized English comprehensive tests given in September and again in May. A year ago in May, the freshmen received a score lower than that achieved upon their entrance to Hiram College the preceeding September. This year our freshmen scored higher in May than in the preceeding September. Many factors clearly help to account for the difference. One factor, however, may be the new curriculum and particularly the Freshman Institute and Freshman Colloquia with their unique but steady attention to the improvement of written communication.

While no effort has been made to identify specific components, the Freshman Colloquia were also designed to address humane, moral and aesthetic concerns. The spectrum of interests in this regard and the variety of approaches among Colloquia have been rich. My observation has been that the Colloquia are ideally suited for addressing this goal and that they have been utilized effectively to that end this year by our faculty. Most impressive is the testimony by nearly eighty-five percent of the students that their particular Colloquia achieved average to high success in this area.

Beyond the apparent achievement of its stated goals, the Freshman Colloquium Program has also established some administrative procedures worthy of note. Procedures were developed and employed for maximizing student requests for Colloquia while still maintaining the limit of twelve students in any one Colloquium. Ninety percent of the students in Colloquia I received their first or second choice; eighty-three percent of the students in Colloquia II received their first or second choice. Every student received at least one first choice; a majority of the students received their first choice for both Colloquia.

Effective procedures were also established for reading and approving proposals from the faculty for Colloquia. A majority of the proposals were returned at least once to their authors for recommended changes testifying to the seriousness with which the Executive Committee performed its task.

Workshops and meetings of the Colloquia faculty at Punderson last spring and on campus throughout the year were valuable in addressing the particular problems and challenges in teaching Colloquia. Attention to small group teaching and the development of skills in written communication received frequent attention.

A Newsletter for the Colloquium Program was published and circulated fortnightly. The publication contained information concerning speakers, films and field trips which were planned by one Colloquium and which might be utilized by others.

Procedures for implementing the Credit, No Credit grading system were designed. Special attention was given to a system for periodic checks on the No Credits that were given until either Credit was finally achieved, or the No Credit was registered as a final grade.

Other administrative accomplishments were of less importance; however, forms necessary for all the procedures of implementation and follow-up have been designed and kept for modification and utilization in the second year of the program.

A final and important area of accomplishment for the Freshman Colloquia is the response to the program from faculty and students. The forty-five participating faculty are in agreement that the program should be continued. Of those remaining on the Hiram faculty, all are willing to teach in the program again; and the majority have expressed a strong desire to teach a Colloquium next year. The support of the faculty throughout the year has been outstanding.

Student response to the Colloquium Program has been most encouraging. Ninety-nine percent of the freshmen indicated in their course evaluations that the Freshman Colloquium Program should be continued. The degree of overall student satisfaction for Colloquia I and Colloquia II has been approximately the same. Even though the Colloquia II offered in the second quarter received the highest rating of overall satisfaction, the degree of satisfaction with the Colloquium program as registered in mid-spring has decreased somewhat from the students' high expectations in September. The decline from fall expectations was considerably less, however, than the decline registered by the 1968-1969 freshmen concerning their traditional program of the preceeding year.

While overall student satisfaction with Colloquia II (second and third quarters combined) was approximately the same as for Colloquia I, the thirteen Colloquia II in the third quarter received a noticeably lower rating than Colloquia in either the first or the second quarter. A number of factors likely account for that decline. Satisfaction with the freshman program (traditional or new) usually drops during the third quarter of the freshman year. Among the thirteen teachers of Colloquia II during the third quarter, six will not be returning to Hiram's faculty next fall. Their performance in Colloquia II was noticeably below standard.

Further, the evaluations reveal that considerably fewer field trips were taken and fewer individual conference or discussions were held between the Colloquia teachers and their students than in the preceeding two quarters. While students indicated that the faculty of Colloquia were interested in them, the degree of interest was considerably less than that registered during the first, or even second quarters. More examinations were given in Colloquia during the third quarter; and fewer students felt that they were evaluated fairly. These differences in the measured evaluations are at least symptomatic of greater student dissatisfaction; and they may also be indicative in part of the causes for dissatisfaction, since they seem to suggest that more teachers of Colloquia II during the third quarter approached their subject and their students in a traditional manner (more examinations, fewer field trips, fewer personal discussions, etc.). The uniqueness of Colloquia was less apparent.

In addition, the fact that the two students given a fourth choice in Colloquia II and sixty-four percent of those given their third choice were in the thirteen Colloquia II in the third quarter may have had some bearing on the degree of student satisfaction registered.

Finally, the campus strike may have affected the performance of Colloquia II during the third quarter. Theoretically, Colloquia should be able to adjust more easily and adapt more effectively to such an event. In practice, that may not have been the case this past quarter since during that quarter alone traditional courses were rated more highly by the freshmen than were their Colloquia.

II.

Suggestions for adjusting the Freshman Colloquium Program have been varied. The adjustments that I advocate pertain directly to personnel, program and the administration of the program.

A number of adjustments could be made that would help the program in the area of personnel. First, every effort should be made to correlate the teaching staffs of the Freshman Institute and Freshman Colloquia. Inasmuch as the basic purpose for the Institute is also one of the goals for Freshman Colloquia, that correlation is both imperative and natural. Insofar as possible, the faculty for both programs should be identical.

Further, every effort should be made to identify the capable small group teachers among our faculty and to release them for involvement in Freshman Colloquia. The coordinated recruitment with the Freshman Institute Director should begin early in the spring so that Colloquia are a part of the preliminary departmental discussions concerning the next year's courses. Early recruitment would likely reduce the need for pressure from the Director or the Dean for participation in the program.

Special efforts at identifying and addressing through workshops and special meetings the particular areas of concern and need felt by Colloquia teachers should be maintained, and if possible, enriched.

Other adjustments in the area of program could be made to the benefit of Colloquia. By far most important is the effort necessary to resist the various pressures to expand the size of the groupings in Colloquia. Pressure comes from administrators who seek to economize, from students who seek to procure their first choice in both Colloquia, and from faculty who seek to clear the way for particular students to study under their supervision. I contend that the success of Freshman Colloquia is directly related to the numbers of students with whom the professor must work in that special relationship. To increase the group size beyond twelve would seriously jeopardize the chance for continued success of Colloquia.

Not unrelated to the first program concern is a second. Enough Colloquia II should be made available for students so that the groups can remain no larger than twelve, and freshmen and transfer students who enter during the second or third quarters as well as those who have received a permanent No Credit from the first quarter or from the previous year can select a Colloquium II also. We did not schedule enough Colloquia II this past year; another Colloquium offering would have helped immeasureably, and likely would have reduced the number of third and fourth student choices used.

Additional consideration should be given to requiring that a student take his Colloquium II from a professor in a division different from that of his teacher for Colloquium I. Such a requirement was considered for last year. When, however, the Executive Committee was advised that it was probably not feasible with the faculty then involved in the program, the idea was dropped. Despite frequent reminders to the contrary, several advisers allowed and in a few cases encouraged, their advisees to take their Colloquium II in an area directly related to the subject matter of their first Colloquium. Such a practice, with certain special exceptions, runs counter to the best interests of the freshman student and to the philosophy of the Freshman Colloquium Program. A change of the type I am advocating, if feasible, would speak effectively to the problem.

Renewed consideration should be given to the system for evaluating student work in Colloquia. Some students and a few faculty have registered their opposition to the Credit, No Credit system of grading. Some faculty have objected to the system because they feared that even when warranted, students would not receive a permanent No Credit. However, approximately twenty permanent No Credits have been registered for the year, disputing the claim that none would be given.

A more frequent comment from faculty has been that the use of grades would motivate the students more. In response to that argument one might urge that good teaching motivates students; public grades are most appropriately after the fact. Private evaluation, so central in our program, is the most valuable to the student. Therein the student is informed by the professor directly concerning his shortcomings and a program is agreed upon for removing the deficiency. While my personal disposition on the matter is clear, I do feel that another discussion concerning the employ of letter grades in the Colloquium Program would be beneficial for those teaching as well as those administering the program.

While informal minimum guidelines for written work in Colloquia were established this last year, a more formal expression of guidelines for expectations in oral and written communication might be beneficial to the faculty and ultimately to the students.

Upon the conclusion of the second year of Freshman Colloquia and its evaluation, consideration should be given to the possibility of moving Colloquia II into the sophomore year, thereby giving an additional and special dimension to that year while freeing the freshman year for another elective course. An additional year of operation should clarify considerably the appropriateness of such a change.

Among administrative suggestions and adjustments, four are most important. First, all students should complete their Freshman Colloquium requirement no later than the end of their sophomore year. Rather than placing a college junior who is delinquent in his requirements in a

Freshman Colloquium, I advocate the establishment of a special program designed by the Dean's Office for that student.

Further, an adjustment should be made in the administration of the monies which are distributed to Colloquium teachers for expenses in their teaching. A smaller sum should be given to each teacher with the understanding that additional funds may be drawn upon if needed. Such an arrangement would allow for the closer supervision of the budget by the Director.

Serious considerations should be given to computerizing the selection processes for Freshman Colloquia. Several colleagues in the computer field suggest that an inexpensive but efficient program could be written for our needs. The exploration of that possibility would be worthwhile.

Finally, I strongly advocate that continued selection and extensive utilization of an Executive Committee for the Colloquium Board. The program this first year was clearly strengthened by the dedication and service of those seven committee members. Their function will change slightly in a second and third year of operation; they will, however, continue to serve an important function in the overall success of the program.

I complete these two years of work on the design and implementation of Freshman Colloquia firmly convinced that the program we have conceived and operated this year is pedagogically sound. I firmly believe that the purpose and methodologies of the Freshman Colloquium Program are synonomous with the appropriate and genuine purpose and methodology of the liberal arts college. Both harbor a primary commitment to academic excellence in the exploration and examination of problems and issues of mutual faculty and student interest, and in those processes, a primary commitment to the dignity and the worth of the human person.

Respectfully submitted,
Robert L. Watson
Director, Freshman Colloq

SELECTED FACULTY COMMENTS ON THE 1969-70 FRESHMAN COLLOQUIUM PROGRAM

I believe the Freshman Colloquium is good and should be continued. If I teach in it again, I am confident that I can do a much better job.

Apparently some students did not take the program seriously enough. This is our fault, not the students.

I think the freshman colloquium program is excellent, and I like teaching in the program. Real strong points are the excellent topics offered and the fact that the program also enables the teacher to read outside of his own area and thus to learn considerably.

One weak point is that the students, feeling no pressure of quizzes, tests, letter grades, or other demands to produce, may slough off.

I wish to keep teaching in the program, and I don't think the strong points of the Colloquium scheme need defense or elaboration (small classes, personal attention to students, individual selection of topics, etc.) But I see two major problems:

1. A lack of discipline and means of evaluation of student performance in the present system of colloquia. I believe we shall have to evolve some system of grading the performance of students, either by using the system found in other courses or some alternative.

2. A prevelence of amateurism and a lack of academic standards in choosing colloquia topics. I mean no implied attack on any individuals; I myself am not exempt from this charge.

I had the advantage of attending a small college where a great deal of personal attention was given to students, in small classes. The colloquium, it seems to me, comes closer to my valuable undergraduate experience than anything I have been involved in in nearly 30 years of teaching. I'm just narrow enough to believe that what was good for me in the late 30's is good for these youngsters in the late 60's.

Most of the students obviously read widely in the fairly extensive materials available to them; and their research papers--the main project of the course--were far above the standard of those I have received previously in English 101 courses. The majority of this group seem more certain of their fields than have previous freshman advisees, and all are working out programs well within the traditions of the broad liberal arts philosophy. Without any direction on my part, the class soon discovered that a large part of the topic was concerned with humane and moral problems.

Many of the students have tended to drop in to see me in my office as the quarter has progressed, just to chat or to get my reaction to current happenings around campus. They have seemed to feel more at home in doing this, and have done it sooner, than has been the case in previous years. This may be a result of the Freshman Colloquium approach we have taken this year.

There is a lack of discipline and inadequate means of evaluating students' performance in the present system of Colloquia.

On the whole performance was satisfactory but several of the students were either unwilling or unable to participate fully. The atmosphere of the colloquium was very relaxed and casual. This was very pleasing and satisfactory for most students. There were those few students who interpreted the relaxed atmosphere as one that did not require individual responsibility. However, I feel these students can be handled individually and a change of format is not required.

The Freshman Colloquium has been a very satisfying experience for me and I hope it is continued. It permits me to have contact with students other than majors in my field. More important, however, it broadens my interests and scope of the area in which I am involved.

I like the program, like teaching in it, and definitely feel it should be continued. It has a lot of potential, both for faculty and students. In its favor are: the fact that the faculty member has an opportunity really to get to know a group of freshmen, and to do something of an academic nature not necessarily in his own field. This becomes a plus for the student, I think, who can get to know his adviser and to see a faculty member deal with subject matter not directly his own.

The negatives center around the pass/fail concept. My impression is that the majority of freshmen were not ready for it...and some of us were not ready to use it with freshmen.

I remain a firm believer in Colloquium, but am fearful of it instutionalization into "courses", both faculty pulling themselves into it out of habit and students pushing faculty into routinizing it.

My feelings are about the same as last term, except that I'm less strongly in favor of having the colloquia graded. (Obviously, I have gained a bit more experience in getting the students to do the work without grades.)

Teaching in the program is both rewarding and frustrating; much time is necessarily spent on new material and so much is required of each individual, that the usual ratio of success is often not apparent. In a conflict between 100% idealism and the real world, I think both professor and freshmen, are drawn to their own inadequacies.

I like the colloquium idea in addition to traditional courses. The colloquia "round out" the fragmentation of the other courses, but they are not a substitute for the disciplines the other provide.

The non-scheduled, non-graded and therefore "second place" aspect throws it in the direction of insignificance in comparison to regularly scheduled, graded courses. I would support grading and scheduling.

I think the Colloquium in theory, is the strongest and best part of the new curriculum. In practice, I'm not sure how it will work out. Many freshmen don't seem ready to accept the responsibility inherent in this type of education.

My only regret is that other classes cannot enjoy its benefits.

Summary of First Quarter

Freshman Colloquium Evaluations

An overwhelming majority of the students supported continuation of the Freshman Colloquium program. They described their individual colloquia as interesting and enjoyable, praising the informality and suggesting that there is better student participation because of the small class size. Although some students were dissatisfied with their particular colloquia, they still generally favored the program and its continuation.

Several students requested that if possible students should only be assigned to their first or second choice colloquium. Some students urged better scheduling and/or more sessions. A few wanted more field trips.

Several students expressed a desire for a wider selection of colloquium topics, specifically suggesting colloquia in music, fine arts, astronomy, and more in science and math. A few asked for more consistent workloads within their specific colloquium and from one colloquium to another.

Lastly, some students expressed that the success of a colloquium depends heavily upon the preparation, the interest, and the participation of the professor and/or students.

SELECTED FRESHMAN COMMENTS ON THE COLLOQUIUM PROGRAM
Fall Quarter 1969-70

It is the type of program that requires a great deal of personal responsibility. The individual can only get out of it what he wants to get out of it. If he is not willing to work on his own, and accept responsibility on his own, then the program cannot logically succeed.

It is a great idea. Students are not stuck with traditional learning methods. It gives them variety and freedom.

The descriptions of Colloquium given to the student when making his choice should be as close to what the course will as possible. I found mine to be none of what I was expecting from the description.

The interelationship between student and prof on an equal basis was very successful. Through this type of environment one was enabled to evaluate oneself--one's values, goals, ideas through reading and discussion. The group inspired itself--it became self-perpetuating, without force form the prof.

I think the program is one of the most exciting, interesting ideas I've heard of in a school. - A great improvement over standard freshman courses. The discussion helps a lot in grasping material, especially some of the abstract concepts we discussed in our group. The more informal atmosphere aids in learning, I think, & takes the pressure of a regular course off. Having no grades leaves it up to the individual how much he's going to get out of a course, which is how it should be.

I think it is an excellent program and one that should be continued. The size of the groups are definitly a strong point. I would try to give a few more choices on some of the subjects that only have 1 for them as an improvement.

Because of credit-non-credit system he has been able to give us much more difficult material, comprehension-wise which has been great. Having had do definite course restrictions, it allowed freedom to investigate any and all areas of study, showing relationships rather than dissimilarities between them. I found it thought provoking and invaluable in helping me to understand myself a little bit better.

I feel that it is an excellent opportunity to learn to communicate but the college should have impressed on the instructors that it was not meant to be an indoctrination course and perhaps prepared them for leading discussions. I have nothing on which to base my opinion outside of my own group.

I think the idea of the program is tremendous--The colloquias vary quite a bit in the amount of work required, but I suppose you get out as much as you put into this type of course. The opportunities in this program were one of the reasons I chose Hiram. The program gives freedom of interest to students and of course some will always take advantage.

It's an excellent idea for it allows the students to see the unit they are studying in its proper prospective. I wonder however, if freshman students are mature enough for undertaking such a responsibility. Including myself.

I think everyone is pleased by the colloquium program. I feel it instituted discussion. And the idea of a non-graded course makes it even more meaningful to students. This idea encourages student to work at their own speed and not have to "cram" which causes me to forget everything afterwards.

Personally, with reference to my own course, I feel the program is excellent, and condusive to intellectual development. Small classes promote discussion. By heresay I understand many--Colloquium's to be below par. I can think of no remedy but to be sure professors are interested in what they teach. This, of course, applies to students also.

They have a wide subject range--but none for music. Music is as important as some of the other fields.

I love the Freshman Program, but I'm a bit leary of it. What are those frosh who had a colloquium with little or no work going to do when they get 2 electives with a lot of studying? This first quarter may have helped us adjust to college life but not to college work.

Its an excellent way to get into an area very deeply and significantly, with so few people, and interested teachers, it can have beautiful results. But if the teacher is not sufficiently involved it can fall apart. The area is so specific that one needs guidance.

Co-ordinates very well with 20th Century Course in that is small and individual in attention. It lets youknow your advisor personally, which is essential. I feel that the teachers of the colloquia must have enjoyed them as much as the students.

It forces you to generalize and takes courses which you not interested in.

The program has a limited variety of topics. Especially in looking over the ColloquiaII subjects, I found few of interest to me. The present subjects, however, seem to offer stimulating and educational activity for those who are interested in those fields.

The Colloquium program is worthwhile in that it brings the faculty within reaching distance. It gives you the feeling (false security) that even if you are estranged from the 20th Century course, you have at least one contact with the academic world.

No transferable credits to other school.

Summary of Third Quarter

Freshman Colloquium Evaluations

Do you feel that the program should be continued next year? (VII. item C)

Definitely No	No	Yes with Qualifications	Yes	Definitely Yes
0	2	10	73	21

1. An overwhelming majority feel the Freshman Colloquium program as a whole should be continued. Although some students were dissatisfied with their particular Colloquia, they strongly support the program and its continuation.

2. Several students expressed disappointment in the professors teaching Colloquia on the grounds: one, they could not handle the Colloquia format; two, they lacked interest; and three, they were not adequately prepared for teaching their specific topic. Some students felt that the success of a particular Colloquium depended on the professor.

3. A few students suggest there was a need for a wider range of topics, specifically requesting Colloquia in music and astronomy.

4. Of those students mentioning the grading procedure of the Freshman Colloquia program, more favored having a graded (opposed to Pass/Fail) system.

5. A few students felt that the two hour period was too long for a single meeting.

6. A few students felt that other students lacked interest and did not take the full responsibility necessary to make a Colloquium successful.

Other points such as amount of work, lecture-discussion balance, assignments, activities, motivation, etc., varied from Colloquium to Colloquium and from person to person.

SELECTED FRESHMAN COMMENTS ON THE COLLOQUIUM PROGRAM
Winter & Spring 1969-70

The colloquium program was one of the main reasons I attended Hiram, and they have lived up to my expectations. Perhaps I was a bit lucky in getting two good colloquiums. So all I can suggest is an effort be made to keep all the colloquium on a highly inspirational, personal level. I feel that just as important as keeping the students stimulated, the new curriculum served to keep the instructors on a high level of creativity.

The Freshman Colloquium program is an excellent mode for learning providing the students involved are interested and willing to explore the Colloquium topic. When the students are apathetic, the learning experience fails.

On the whole it is a good program, but it doesn't help freshman to adjust to college work because it is not graded. People tend to be nonchalant about it and it carries over to the graded course.

Each Colloquium must be evaluated on its own merit--its ideal approach to education!

The descriptions of the courses have both (Colloq. I & II) fallen short of my expectations and ideas about what the course should be like. Rather than lie disappointed I think course descriptions should be more concise. Perhaps mid-term evaluations could help the professors improve the faults of the Colloquiums since for many it is their first time for teaching this type of course.

I like it. It allows people (like me) to take a course in a certain department which we would normally not take. For example, it gave me the chance to learn some science practical to daily living without having to take a full science course. It's also very flexible.

Most courses need to narrow their topics. We could use a wider range of practical type courses.

It can be very exciting and very dull, varying with the teachers and students. The freedom of pursuing topics in the freshman year enabled me to pursue topics I might never have discovered.

Don't let students fall into a slump. Speaking in terms of this colloquia, more papers were very necessary. Otherwise, I feel it is a good program depending upon the professor.

Mine were basically good except there was too much lecturing and not enough activities. I recommend more field trips and activities.

More science topics should be given, such as astronomy.

All courses in the college should be organized like this--we would learn much more relevant material than in lecture situations--restructure 20th Century like this, and it might succeed as a course.

Perhaps this program could be extended into the next three years--
I see it as potentially the most worthwhile experience in college.

Grading system other than pass or fail.

Grade it. Provide schock tactics, like blood or something like that.

The program enable an individual to pursue humane, moral and aesthetic concerns in a area which he was particularly interested in. The smallness of the group, and the stimulation of active discussion was very helpful.

Don't make the sessions so long 1 hr. is enough, you tend to lose interest in the 2 hr. colloquiums.

Make it possible for the student to get his first or second choice, because those students who do get them, show much more interest and effort in their work.

APPENDIX 8

FALL 1970 COLLOQUIUM TITLES

FALL 1970 FRESHMAN COLLOQUIA

THE KING OF DREAMERS & THE DREAMER KING, Mr. Adams, International Education.
FACT AND FICTION: THE 1914-1918 WAR IN LITERATURE AND THE PRESS, Mr. Anderson, English.
EVOLUTION AND MODERN MAN, Mr. Barrow, Biology.
SCIENCE AND HUMAN INVOLVEMENT, Mr. Becker, Physics.
MAN IN HIS NATURAL ENVIRONMENT, Mr. Berg, Biology.
VOICES ON THE LEFT, Mr. Carrell, Education.
NAZISM: PERSPECTIVES AND IMPLICATIONS, Mrs. Cebulla, German.
BIRD, SERPENT, SUN AND SEA: LIFE AS AN UNREASONABLE ACTIVITY, Mr. Chatfield, English.
ENVIRONMENTAL DESIGN, Mr. Cool, Biology.
INVESTIGATION OF BIOCHEMICALLY ACTIVE SUBSTANCE, Mr. Denham, Chemistry.
SCIENCE & SOCIETY: SOLUTIONS IN SEARCH OF PROBLEMS, Mr. Friedman, Physics.
THE ABSURD IN THE THEATER AND THE THEATER OF THE ABSURD, Mr. Gauthier, French.
REVERENCE FOR LIFE, Mr. Gruenler, Religion.
LANGUAGE, CULTURE, SELF, AND CREATIVITY, Mr. Gulyas, Sociology.
TOMORROW'S POST-MODERN SOCIETY AND ITS IMPLICATION FOR EDUCATION, Miss Herndon, Physical Education.
RELIGIOUS THOUGHT: AN EXISTENTIAL APPROACH, Mr. M. Hoffman, Philosophy.
SELF AND SOCIETY, Mr. Hoopes, Philosophy.
THE AMERICAN POLITICAL CULTURE, Mr. Kolson, Political Science.
PRIVACY: PERSONAL AND PUBLIC, Mr. Konick, Psychology.
HISTORY AND FICTION, Mr. Layton, History.
A CULTURE IS CHANGING, Mr. Leonard, Speech.
SOCIOLOGY OF SPORTS, Mr. Malmisur, Physical Education.
THE MIDDLE EAST, 1917-1967, Mr. McKinley, English.
LATIN AMERICA: LITERATURE OF ENGAGEMENT, Mr. Melnykovich, Spanish.
THE GENETIC REVOLUTION AND A POSSIBLE DILEMMA, Mr. Laughner, Biology.
POLITICS OF THE RIGHT IN AMERICA, Mr. Pierce, Office of the Dean of Students.
FREEDOM OF SPEECH, Mrs. Pierce, Speech.
THE COMPUTER AND CALCULATIONS IN SCIENCE, Mr. Rosser, Chemistry.
FIRST PERSON SINGULAR, Mr. Shaw, English.
MODERN MUSIC: NOISE POLLUTION OR ART, Mr. Shelden, Music.
THE IMPACT OF MODERN MATHEMATICS, Mr. Smerek, Mathematics.
THE RACIAL DILEMMA IN AMERICA, Mr. Stranahan, English.
THE AMERICAN CHARACTER, Mr. Strassburger, History.
SATIRIC VIEWS OF SOCIETY, Miss Vincent, English.

APPENDIX 9

EVALUATION OF THE 1969-70 TWENTIETH CENTURY COURSE

A. A Report on the First Year of the Twentieth Century Course,
   Wil Hoffman, Co-director
B. Report on the Twentieth Century and Its Roots Course,
   Eugene Peters, Co-director
C. Selected Comments by Upperclass Discussion Leaders
D. Selected Freshman Comments on the 20th Century Course, First Quarter
E. Selected Freshman Comments on the 20th Century Course, Third Quarter

A REPORT ON THE FIRST YEAR OF THE TWENTIETH CENTURY COURSE

The following evaluation of The Twentieth Century and Its Roots is based upon my intimate association with the course over the past two years. My work with the course has been a frustrating and enervating experience, though I have undoubtedly broadened my intellectual horizons, gained administrative experience (though unwanted), and been associated with an educational experiment. The course consumed most of my mental and physical energies oftentimes to the detriment of my teaching duties and my development as a professional historian.

My relationship with the course and the tone of this report might well be the product of a number of factors. I am not, for example, a specialist in the nineteenth and twentieth centuries. The present century in fact is one of my weakest both in knowledge and interest. For this reason, I was exceedingly reluctant to become codirector. I felt then, and I believe even more strongly now, that the first qualification of a director should be his knowledge of the period. My decision to participate was made at the last minute only after discovering that my partner and I had independently devised the same basic syllabus for the course. I think yet that the syllabus has merit.

Also, I have never been entirely convinced of the virtues of The Twentieth Century Course and the approach it represents. It is this aspect of the Task Force Report that I publicly objected to most strongly. The physical nature of the course makes success almost impossible to achieve. Ironically, The Advance, in its last issue of the year, was not far from the truth when it referred to the course as "the most impossible in Hiram's history." Furthermore, the intellectual content of such a course, no matter how it is arranged and rearranged and juggled about, is suspect. It is difficult to see how superficiality, glittering generalities, grandstanding, and mediocrity may be avoided. The content is to a surprising degree determined by the physical aspects of the course. In many ways the course reflects the anti-intellectualism and need for gimmickry prevalent in modern education. I disapprove of prostituting intellectual rigor and discipline but yet seemed helpless to stem the tide of such prostitution this past year. I think we have cheated the freshman class.

Finally, I am not a good administrator. I dislike administrative work intensely and have refused offers in the past to move professionally in this direction. I am entirely too meticulous about details and am unable to leave administrative concerns in the office. Though I am naturally idealistic, my eleven years teaching experience have taught me to be realistic about education. I well know the difference between what should be and what is. In my opinion my evaluations of the course throughout the year have been more realistic and truthful than statistical evaluations by students in the course, though I do not discount such statistics entirely. I am naturally suspicious of statistics. I have learned this year that one does not have to juggle and manipulate evaluations to make them come out favorably; consequently, I urge one and all to be very wary of the multitudinous student evaluations of the course. There is a significant relationship between general attendance figures and the validity of evaluations. I am not aware that anyone but the directors have made the connection.

OVERALL EVALUATION OF THE COURSE

As we approached the actual beginning of the course this time last year, Gene and I assumed that it would be moderately successful. Because of its nature, we did not think it would be an overwhelming success nor did we believe it would be an abject failure. We anticipated nearly all of the problems we encountered throughout the year, and we judged that we would not reach a number of students.

I think that our judgment was sound. The course was moderately successful, though barely so. We have no figures on how many students we actually reached; I would guess that we consistently got through to 100 to 130 students. A few students are stance supporters and believers. My greatest surprise is that we missed so many. I am fairly certain that our miss rate is higher than the rate in a good regular class.

This report is concerned chiefly with the problems and failures of the course rather than its successes, mainly because in my mind the problems and failures outweigh the successes. As I look over the year, I conclude that there are six fundamental problems.

1. I do not believe that the course is experimental, innovative, or new. As an educational device, it is in fact about a generation out-of-date.

In the early '40's Columbia and Harvard developed courses similar in principle, and such courses were widely imitated. Within the last ten years both institutions have dropped such courses, and other institutions are now following the leader. Our course was out-of-date when it was instituted. There is no question in my mind that our course would have been considerably more successful in an earlier period, even as late as the early and mid-sixties. By 1970, however, the basic concept was archaic and even reactionary.

2. It stems from the above that the course is out of tune with the times both in fundamental concept and in actual practice. Students have changed much in the last decade, and they and The Twentieth Century Course simply do not mesh. This student generation is activist-oriented, more undisciplined than usual, and impatient with any but instanteous gratification of physical and intellectual senses. This generation is McLuhan's generation raised on the visual media. While we cannot get away from these attitudes in any of our classes, I think it is disastrous to create a mass course which by its nature must depend upon the lecture method as its prime vehicle and in which students are essentially passive. From the beginning of the year students complained about their passive role, and had it not been for the discussion sections which provided a modicum of activism, the course would have been a failure.

We might argue that students should be excited and "turned on" by ideas. Certainly, they were exposed to any number of exciting ideas throughout the year. Yet, in these days of mass undergraduate education most students are here because of social-economic pressures, not because they are interested in intellectual pursuits. The course should require more participation by the students, but unless the College is willing to enlarge the number of faculty involved in the course and expend a considerable sum of money on audio-visual and other electronic equipment, I do not see how the lectures can be reduced to any considerable degree. In the meantime students will continue to sleep, read magazines, write letters, walk out of class to go to lunch, or simply not attend. (It is an education to observe the class from the balcony on any given day. I recommend it heartily.)

3. The fact that this is a required course is detrimental to its success and acceptance by the students. Anyone who has ever taught such a course knows that the fact that it is required in itself makes an anathema to hot-blooded, rebellious students. To require 350-400 students to attend a course enmass, especially nowadays, is foolish. Ant it is not wise. Force-feeding in education is nearly always unproductive of the desired results. Furthermore, we were lucky that most students expressed their independence by not attending class. They could have taken over. One student in fact tried to. He failed.

I think that in view of what we know about the nature of Hiram students it is doubly foolish to require them to attend The Twentieth Century Course. Our own studies indicate that we tend to attract students who are independent and nonconformists. Faculty members constantly complain about the high absentee rate in regular classes. Furthermore, as I discovered and reported in the Honors Assessment Report several years ago, there are tremendous anti-intellectual pressures upon students in the dormitories, to a greater degree in my opinion than in most colleges. Such pressures undo us, and this course is a perfect target. It quickly became fashionable not to attend the course, to copy each others position papers, and to beat the attendance system. Given all of the above plus the natural and desirable rebellion of youth (as one student said to another in the washroom in Bates, "the bastards are actually taking role"), the course in my opinion should be made optional, beginning next year.

4. A number of problems also stemmed from the mass nature of the course. To place an entire freshman class in an uncomfortable and aesthetically unpleasant auditorium is, to my mind, inconsistent with Hiram's traditional goals of small classes and close student-faculty relations. The impersonal, annonymous atmosphere which results is precisely what many youth object to in colleges today. And one suspects that many of our students come to Hiram to avoid being one of a crowd or a number on an IBM card. Throughout the year, we received many complaints just on these grounds. In this respect also the course is out of tune with the times.

The mass nature of the course produced a number of other problems. Many students, for example, never really considered the course a course in the usual sense. They were only one of many people and would never be missed. Other students apparently thought of us as a glorified convocation series which they could attend or not attend, work or not work, according to whim. Within the class sessions themselves it quickly became apparent that an atmosphere, different from that of the usual classroom, prevailed. Mass psychology ruled throughout the year, and during the first month and a half the "high school assembly syndrome" was much in evidence. The class was always restless; students constantly chattered and tittered, mischief occurred in the balcony (which was quickly closed). One student enjoyed throwing his socks about; other students slept on the floor between the seats. By the third week of October, the "high school assembly syndrome" disappeared, and the Hiram syndrome appeared--and remained for the most part throughout the year.

The mass psychology prevalent in the course seriously influenced teaching techniques--or should have. The usual classroom atmosphere was absent, and presentations had to be adjusted accordingly. Though forewarned, many lecturers either failed or were unable to adjust. Some first-rate scholarly lectures--such as that presented by C. H. Cramer of Case Western Reserve University--were dismal failures in the judgment of the students. The most successful speakers, according to student evaluations, were those who tended to popularize and play to the crowd, oftentimes to the detriment of content. In short, the students liked the "swingers" and were bored by the traditional scholars. Paul Saltman, our most successful swinger, was a classic example. In his first lecture he said what most students had had in high school; in his second speech he said little. But he swang. And he was dramatic. He mentioned in fact colleges and universities where he had "played." To the students he was the best speaker of the year.

All this points to the fact that the director and his speakers consciously have to adjust teaching techniques and methods. Traditional methods are unsuitable. Speakers, including our own faculty, have to be forewarned that they must adapt their methods accordingly; it is not safe to assume they will realize this themselves. Furthermore, the director must select his speakers very carefully (as we tried to do). Not everyone can face a mob. Nor can everyone adjust his teaching techniques sufficiently to be successful in this situation. Speakers should have balance between content and style, and they must be encouraged and helped to use visual aids. Too many dry speakers quickly produce boredom and an empty auditorium. Too many swingers will also result in boredom and our own version of The Johnny Carson Show. Movies should be sprinkled generously among the lectures.

In summary I am not certain that a mass course of this type is conducive to quality education. Quality control is difficult to achieve, and it is nearly impossible to present scholarly, thought-provoking material in a cohesive manner. Mediocrity and fragmentation are perhaps the inevitable results.

5. The course is too long. No matter how good a thing is or can become, it is impossible to sustain interest and attention of young adults for three quarters. I wonder how many of us on the faculty could accomplish this feat with one of our own classes for an entire year. The course should

be reduced to two quarters.

6. The course should not be offered to freshmen. They lack adequate background, and because of the nature of the course it is impossible to give them information as can be done in a regular class. In addition, first year students are too immature to glean what they should from the course. They are simply not sophisticated enough to rise to the material. Their level of comprehension and understanding is at best elementary, and they are in most cases unable to grasp interrelationships. How much more valuable the course would be if it were offered to upper-level students.

Significantly, the rave notices the course has received have been from older, more mature persons--faculty, faculty wives, reporters, speakers, etc. Even more important is the fact that most of our discussion leaders concluded, entirely on their own, that the course should be at the junior or senior level. I have argued this point for two years; my experience this year has absolutely convinced me that the course must be moved out of the freshman year. The great disparity between the course on paper and the course in reality may be explained to a considerable degree by the students' lack of background and sophistication and immaturity.

The following conclusions may be drawn from the fundamental problems of the course.

1. The course should be phased out of the curriculum. It is not worth the time, effort, and money expended upon it, and the ultimate goal may be achieved more effectively in other ways. During its second year, the course should be evaluated honestly and critically. If there is no

significant improvement over the first year, it should be abolished regardless of whether or not federal money is available.

2. The following recommendations should be implemented next year.

a. The course should be reduced to two quarters, preferably first and second quarters. This reform may easily be accomplished. Our original intention was to organize the course around the five or six basic forces which have molded the modern world; however, a considerable amount of interesting and significant, but extraneous, material was introduced during the course of committee deliberations. Extraneous material should be cut ruthlessly. The syllabus should center exclusively upon the central topics. As a result, the length of the course could be reduced, the fundamental material would be highlighted, and the content would be more cohesive. I cannot overemphasize the importance of this recommendation.

b. In conjunction with the reduction of the course to two quarters, the number of class meetings per week should be cut to two formal class periods plus a discussion period. Evening classes should be avoided with a group this size.

c. The course should be optional and not required. Students should have the choice of either taking this course, History 122, or an appropriate interdisciplinary course.

d. The course should be an upper-level course, preferably junior or senior level. Or the course should be opened to the entire student body on an optional basis.

EVALUATION OF VARIOUS ASPECTS OF THE COURSE

1. Student Responsibility

It was part of our planning to try to inculcate into students a sense of responsibility for their own education. Hence, we gave students considerable freedom. We did not require attendance (at least originally) or give examinations, for example. Despite written and oral communication on the subject, the experiment was a failure. I argued the case before committee and felt that this was the most experimental aspect of the course. I was wrong in talking the committee into it.

The failure may be explained by several reasons. First, it is difficult, if not impossible, to overcome the students' previous educational experience. The weaning should be a more gradual process and should not be attempted in a mass situation. A few students met the challenge; most students did not and only took advantage of the freedom. Second, freshmen are too immature to accept so much responsibility. They need rules and guidance. Rather surprisingly, some of our best students told us that, even though they appreciated our efforts, they were not capable of disciplining themselves. In view of our difficulties, I recommend that traditional grades be reinstituted, that role be taken daily from the beginning of the year, and that a final examination be given quarterly.

2. Lectures

During the year, we had some thirty-nine outside speakers, many of whom were outstanding men in their respective fields. We anticipated considerable difficulty with them. We thought that a number would cancel, and that we would not be able to get them to tailor their lectures to our syllabus. In reality we encountered few problems. Only one speaker cancelled (and he did so twice!), and all of them consciously tried to fit their material into our framework. By avoiding lecture bureaus, we got a great deal for our money. Although the students may disagree, I think our outside lecture series was successful.

Strangely enough, we had more difficulty with our own faculty. Some of them cancelled, a few were not as prepared as they should have been, and several were ineffective before the large group. Most of the low points of the course centered around our faculty--a fact which, unfortunately, a number of students recognized. In some cases there may well be repercussions in class enrollments over the forthcoming years. Overall, however, our faculty was extremely cooperative--a few even substituted on very short notice--and good.

There is one sore point regarding our own faculty. They should be given at least a token honorarium. We have argued the case for small payments in the past, but we were forbidden to pay. Now, a number of faculty, without prompting by the codirectors, also believe they should be paid. The matter has been brought up in faculty meeting. It is difficult to explain the payment of significant sums to outsiders to an insider who receives only a formal expression of thanks. I think that there will be increasing faculty opposition to what looks like expoitation, and I recommend that token payments be instituted next year.

3. Readings

Readings in the course were carefully selected, and, in an effort to avoid errors made early in the history of the honors program, we deliberately kept the reading assignments to a workable level. Though a few of the shorter works were dull, all of the material was relevant.

Few freshmen would agree with the above paragraph. Many students complained that the material was irrelevant, and a number of students read little or nothing. The basic problem is in part the perenniel one of getting students to read. In addition, I suspect that the present student generation is not espeically interested in reading. I can only recommend that readings be even more carefully chosen and that perhaps a greater emphasis be placed upon novels and immediately contemporary (relevant) material.

4. Discussion groups

Discussion groups, despite problems, were probably the most successful--and popular--part of the course. Ironically, we did not originally plan for discussion groups. We tacked them on almost as an afterthought.

The most persistent and frustrating problem throughout the year was our discussion leaders. Most of the leaders were conscientious and good. Many of them spent more time meeting in groups and individually with their students than faculty would have done. Several of the leaders were outstanding.

We selected the students carefully, taking into account a number of desirable qualities. We trained them in techniques of discussion, and we met frequently with them. Moreover, we tried to define their position and role. The students themselves were enthusiastic, and with one or two exceptions they worked hard at their job. The College owes them its thanks, for without their free labor the Twentieth Century Course would have fallen flat.

Yet, the leaders were a serious problem and caused us more anxious moments and frustrations than any other aspect of the course. We could not control them. Little did we realize that no matter what we said they would strike off on their own and do as they pleased. In some cases discussion groups operated virtually independently of the rest of the course. Some leaders told students not to read the assigned material, others changed the assigned topics of position papers, one leader conducted sensitivity sessions, another hired a prostitute (presumably as a sociological phenomenon), several went to rock groups or out to the road, and one or two rarely met their groups. One student tried to instigate a revolt against the directors, and a significant number of leaders rarely attended class or discussion leader training sessions.

A number of things explain our difficulties with the leaders. First, we were probably too lax in our relationship with them in the beginning. We assumed too much and then had to tighten up. Second, the student leaders themselves were in an impossible situation. They were neither students or teachers, yet they had significant responsibilities, almost as though they were full-fledged members of the faculty. In short, they were in limbo. Students should not be placed in such situations. Third, though eager, they were immature and inexperienced.

They confronted the same problems which beginning teachers face, but without adequate equipment. Gene and I found that a considerable amount of our time was spent listening and trying to solve their problems.

As a result of our experiences, I recommend the following in regard to student discussion leaders.

a. Student leaders should be eliminated and replaced by faculty. We had to use students because faculty were unavailable. It was a question of either having or not having discussion groups. The College has to face this problem. Some parents, incidentally, also think students should not be used as discussion leaders.

b. Students should be used as aides to faculty leaders. I have used students in this capacity in the honors program, and I used a senior as my aide this year in my discussion section. It was an extremely effective device.

c. Training sessions for student aides should be conducted before every discussion group meeting. We simple did not have time to conduct an organized program of this type this year.

5. Vachel Lindsay Room

Last summer we physically improved the Vachel Lindsay Room--something which should have been done years ago. We used the room as a reading and meeting place for members of the course. We placed a number of current newspapers and periodicals in the room, and we occasionally displayed student photographic essays and works of art. Students also studied there.

It is difficult to evaluate how effectively the room was used. We found the room most useful for meetings, including discussion sessions with our speakers. Some students browsed through the literature, and we found it impossible to keep the sexy material on hand for more than a day. At least we provided thrills to some students. It is my impression, however, that the room was not extensively used. Nonetheless, the room should be retained for the course.

6. Discussion sessions and teas with the speakers

Whenever possible, we arranged meetings in the afternoons between our speakers and interested students. We often had refreshments. Some of these meetings were exciting and drew twenty to twenty-five students. The success or failure depended upon the quality of the lecture that morning and the personality of the speaker. As the year progressed, attendance at such meetings declined. By the third quarter, we usually had two or three students. These meetings should be continued. If their schedules permitted, most speakers were interested in meeting students.

7. The Newsletter

Initially, enthusiasm among students for the Newsletter was high. A number of students signed up to work on it after the first class meeting. Because of the pressure of other duties, we were slow in getting the Letter underway. By the time we got to it, much of the original interest has waned. During the first quarter, three freshmen and one junior published three issues. During the remaining two quarters, three other freshmen put out three issues per quarter. The directors published a number of issues which were purely administrative in nature. The granting of activity units did not significantly increase the number of students interested in working on the Letter.

The Newsletter was disappointing; nevertheless, it should be retained for at least another year. It is inexpensive to produce, is a handy means for the director to communicate with the class, and provides an outlet for the creative talents of freshmen. During the second and third quarters, the letter was mildly controversial. The fact that it received low ratings may be an indication that it was read.

In addition, I recommend the following in regard to the Newsletter:

a. Activity units should continue to be granted.

b. A freshman who is interested in journalism should be identified this summer and asked to serve as editor. He should be paid a small sum for his duties. He should recruit his staff during the Freshman Institute.

c. Students should be given an issue during the first class meeting, even if the director and his staff have to write it.

d. The present office in Bates should be retained for the use of the Newsletter staff.

e. The director should insist that the identifying symbol of the course (XX, or whatever) be on the masthead. This year, the administrative Letter used the symbol; the student Letter didn't. It appeared as though we were in competition with one another.

8. Films, tapes, panels

We were rather successful in using films. Students nowadays tend to be visually oriented; hence, they liked movies. Furthermore, movies provided a welcome relief from lectures. Our choice of films was generally good, and a few movies had a tremendous impact upon the students. The use of films should be continued, possibly increased. And the films should be judiciously scattered throughout lectures.

We purchased some inexpensive audio tapes which contained material pertinent to the course. We quickly discovered that they were not usable for a group this size. In addition to problems with audio equipment, we discovered that students cannot sustain interest for long in a voice in a box. Our only successful use of a tape occurred when we combined pictures with sound by using an opaque projector. It is difficult, however, to find pictures relevant to the content of the tape. In the future tapes should only be used in discussion groups or by individuals in the language or music laboratories.

Panels are also extremely difficult to use successfully. Our first panel was exceptionally good. All other panels during the first quarter were failures. As a result, we cancelled most panels and substituted other programs. Panels should be used sparingly and should be composed only of Hiramites.

We had one play during the year which was acted exclusively by freshmen and directed by advanced drama students. It was immensely successful. Because of a number of problems, we had to cancel another scheduled play. Short plays should be scheduled each quarter. Freshmen should act in them and even direct them.

ADMINISTRATIVE PROBLEMS AND RECOMMENDATIONS

The chief administrative problem was our lack of help and insufficient released time. The task of administering this course effectively is an enormous one. Planning, keeping pace with 375 students, maintaining records, listening to the problems of students and discussion leaders, administrativia, entertaining speakers, etc. is an enervating and traumatic experience. Our days were tedious and lengthy--eighteen hour days were normal when we had one, sometimes two, speakers on campus. The pressures and duties of the course were relentless and pursued us through vacations and until the last class meeting of the year.

To future directors and for the better administration of the course, I strongly recommend the following items.

1. The director must have a full-time administrative assistant. We repeatedly requested a work-study student; however, we never received one. As a result, we had to be unduly concerned with details which in turn reduced our time for policy matters and other important business, including living. The smooth operation of the course depends to an amazing degree upon small details; i.e. when does the speaker arrive? Who greets him? Where does he stay? Who entertains? Who picks up his check? Have the films arrived? Are the projectors available and operable? Is the stage set up? etc., etc., etc. It is a gross misuse of faculty time and talents for them to handle such things.

2. Faculty members assigned to the course must have adequate released time. The director should teach no more than three courses, and

the staff should teach no more than four. Our staff members had a one-course reduction for the entire year; hence, we did not feel free to call upon them for aid as we should have been able to do. Few of the staff had time to lead discussion groups, and none had time to meet with the discussion leaders assigned to them. A number of our problems could have been solved more effectively and quickly had we had their aid. The College should provide adequate faculty time to the course or drop the course.

3. The choice of a director is critical, for to a great extent the success or failure of the course depends upon him. Whoever is chosen should be on the young side for psychological as well as physical reasons. He must be dynamic, experimental, and flexible. He should have some charisma, for he has to control a mob of 400 or so students, a not-so-easy task as I discovered at our first meeting. Moreover, he must be willing to give up two years of his professional career.

If the course continues for any length of time, there is no question in my mind that a person should be hired specifically to direct the course. I think this for three reasons. First, our faculty is not strong enough to remove any of its best teachers from the classroom. Second, a good classroom instructor may or may not be suited to lead the course. Peter's principle may easily apply here. Third, a person specially trained in the period along interdisciplinary lines has to make a more effective director than a traditionally trained teacher. Institutions such as Illinois and and Brandeis train such people. I recommend that the College hire a Ph.D.

in western civilization with a special interest in the nineteenth and twentieth centuries. His primary duties should be with this course, but he could also participate in interdisciplinary courses and possibly teach a course or two in the history department. I think that by such an arrangement everyone would be happier and the results far superior than at present.

4. When Gene and I agreed to become partners once again, we were told that the course would be "top priority." Such has not been entirely the case. Throughout the year, we found that many functions were scheduled on top of us on Wednesday evenings. One administrator held sensitivity sessions in competition with us and lured away some of our "sensitive" students. On other occasions some faculty excused students from attending our class so that they could drive the ski bus, conduct tours, etc. Students blamed our course for the tuition increase, partly because of their ignorance and partly because we were mentioned in a letter to parents. As long as the federal money holds out, the Twentieth Century Course is one of the best bargains at Hiram, and it needs all the good public relations it can get. And we received no aid in entertaining guests. I think that the College has some responsibility in entertaining at least its most distinguished guests.

5. The guest room situation at Hiram is deplorable. Last summer we reserved Miller guest room, the most decent one on campus, for all our speakers. It was reassigned during the year without our being notified. Consequently, we had to put distinguished men in the rooms down under.

We eventually did get a phone jack installed which helped communications considerably.

The chief problem with the Booth Rooms is strategic--or perhaps tactical. How does one get to the room in the ice and snow and ice and dark? There is no walk,nor path, but there are several large, smelly garbage containers to contend with. It was downright embarrassing to accompany Arthur Larson, and cane, as he tried to keep his footing on the hill and as we weaved his way through the garbage to avoid the worst of the hill. It is a stinking situation. Something should be done about it.

6. We also had a number of physical problems in Hayden Auditorium and with audio-visual equipment. The problem with Hayden, other than the fact that it is most uncomfortable (many students complained on this) and dreary, is that it is overused. We conflicted with both the music and drama departments. Frequently, we had to set up equipment during organ lessons, for we needed more than ten minutes to get ready. By accident or design, the worst organ students were taught during the hour previous to ours, and Larry DeWitt didn't much care about the interruptions. It was awkward, however.

During play weeks, we moved to the Ballroom which is too small for such a large crowd. We eventually solved the problem by using closed-circuit television so that part of the class could sit in another room. With an even larger incoming class, television will have to be used more extensively next year. The psychology department is generous in loaning its video-tape equipment, but next year someone will have to provide a protable television set. My set--now damaged--will not be available. It is tragic that The Kennedy Center and Hinsdale are not wired for television; it should be used more for this course as well as others.

Even in non-play weeks we conflicted constantly with drama students (not faculty). These students apparently consider Hayden and the equipment therein their exclusive domain. Microphones belonging to Hayden frequently disappeared, as did microphone stands and patch cords. They often altered the audio console for their plays so that we had difficulty using the equipment. On one occasion we found microphone cords cut into pieces. On several occasions we had to borrow equipment and engineers from the radio station at the last minute in order to go on with our show. In short, I found drama students generally uncooperative and endowed with very stickly fingers. We eventually solved most of these problems by buying equipment and negotiating a treaty with Mr. Underwood (who was very understanding of the situation, having had similar experiences) by which we stored our material under lock and key in his office area (He and I had the only keys).

With audio-visual equipment our problem was simple: we had to use equipment designed for classroom, not public auditorium, use. Much of the equipment in The Instructional Resources Center is inadequate for large groups, though we got by using makeshift arrangements. Audio-visual equipment is indispensable for a course of this type. If the course continues for any period of time, the College should invest in appropriate equipment. I especially recommend that the College purchase as soon as possible a modern video-tape recorder which should have campus-wide use but would be especially valuable for this course.

Because of my army experience with training aids (my job this year was very similar to one of my army roles, as NCO in charge of training aids; the chief difference was that I made more than eleven cents an hour), I supervised the use of audio-visual equipment. When my technical assistants failed to appear, times were frequently tense, and I underwent under pressure some honest on-the-job training. Fortunately, I had the aid of an able student assistant, who was also trained by the army, and Buzz Jackson, who is always cooperative. The task of ordering equipment, setting it up, and getting it operative is an enormous one. Yet much of the success or failure of the course depends upon the use of audio-visual aids.

The director in the future may not have the competence, nor should he have to worry about, audio-visual equipment. I recommend, therefore, that Buzz Jackson officially be placed on The Twentieth Century staff and that he be put in charge of the technical aspects of the course. He and his staff should see to it that the equipment is available and operable when needed, they should operate it, and they should properly secure it when it is not in use. Good technical assistants are indispensable. They should be under the command of and financial control of Buzz. I also recommend that Bill Kelly be retained as chief technical assistant and that his pay be increased (from $1.45) to keep him with the course as long as possible.

Movies are an integral part of the course, and they also pose a problem. It is almost prohibitively expensive to use 35mm. movies extensively, especially since most films are available in 16mm. A 35mm. commercial film costs a minimum of $115.00 to $120.00, including cost of a projectionist and transportation, as opposed to an average cost of $40.00 for the 16mm. version. The problem arises in regard to projectors. Incandescent 16mm. projectors, which we have a goodly supply of in The Instructional Resources Center, are inadequate in Hayden. This year we had a working arrangement with Keith Leonard by which we used his 16mm. arch-light projectors, when they were operable and available. We used them rent-free, but we purchased the bulbs ($37.00 each with a life of 25 hours.)

This arrangement was generally satisfactory, but on a number of occasions we had to use the incandescent projectors because Keith was using his, or his were being repaired, or his could not be located. I recommend that the two arc - light 16mm. projectors which the College now owns henceforth be kept in The Instructional Resources Center under the control of Buzz Jackson. By this arrangement, the projectors would be carried around less, would be available to anyone when needed, and patch cords and power packs could be kept with the projectors. Furthermore, I recommend that the College invest in one additional 16 mm. arc-light projector for use next year. The projector costs about $500.00 and the power pack an additional $500.00. This projector could serve as a backup projector when one of the other ones is in the shop, and when the drama department is using one of these projectors (they legitimately have first claim on their own equipment), two would still be available for this course. Two projectors, with proper switch-over equipment, are desirable for long movies.

Some modifications and repairs also have to be made in the audio equipment in Hayden. At present the tape deck in the console is broken. It is desirable to record our lectures. This deck should not be repaired; it should be replaced with a deck with optional multi-speed recording. The present deck records only at high speed; thus, we missed part of every lecture when the tape had to be flipped. The two speakers which we removed from the balcony and placed under the balcony effectively removed the dead spots there. They should be permanently mounted under the balcony and the wires secured. On several occasions, we found our wires cut or pulled out of the speakers. The console upstairs should not be available to every Tom, Dick, and Harry who passes through Hayden. A cover should be constructed so that it may be locked and operated only by qualified personnel. Other minor modifications in the console are essential; they are listed in the appendix.

I recommend that as soon as possible the entire speaker system in Hayden be updated by professional consultants. The acoustics in Hayden are atrocious, and we had many complaints by students who were unable to hear adequately. Though the present system is relatively new, I think that the College was badly advised in its installation. I especially recommend the installation of numerous low impedance speakers throughout the auditorium so that the volume may be kept low and blare and feedback reduced.

I also recommend that in the future the College coordinate its audio systems. It is ridiculous for every system to have different type jacks. Only authorized personnel should be permitted to operate any of the systems. The modifications made at our request upon The Kennedy Center system worked beautifully. The system is now installed as it should have been in the first place.

SUMMARY OF BASIC RECOMMENDATIONS

1. The course should be phased out of the curriculum. I doubt that any amount of fiddling with it will produce significantly better results than we had this year.

2. If the course is retained, the following should be implemented next year:

a. Reduce the course to two quarters.

B. Reduce the number of class sessions per week.

C. Give the staff adequate released time.

D. Make the course optional and upper-level.

E. Place Buzz Jackson in charge of the technical aspects of the course.

F. Reduce or eliminate the use of student discussion leaders.

G. Reintroduce, for the sake of better control and hopefully quality, traditional grades, attendance, and tests.

3. In the long range the College should seriously consider hiring a director specially trained for this type of course.

Wil Hoffman

REPORT ON THE TWENTIETH CENTURY AND ITS ROOTS COURSE

Eugene Peters

Professor George A. Morgan has requested that Professor Wilson Hoffman and I, as co-directors of The Twentieth Century and Its Roots, 1969-70, write reports on the course. I have decided to submit a letter-length report. As I understand the request, we have been asked for hard-nosed appraisal of the course.

I will pass over the many difficulties which we anticipated, most of which any administrator could predict. Included among those were problems of scheduling, grading, attendance, hosting speakers, working with discussion leaders, publicity, mechanics, etc.

Doubtless a course of this sort, designed for relevance, can be beneficial to a somewhat isolated campus like Hiram. It brings to the campus important speakers from "the outside world." When one thinks back over the list of visitors who came, he is impressed positively. It might be argued plausibly that the benefit brought by these guests could as easily have come in the form of a convocation series. In any event, it must be admitted that the hope that the course would have a campus-wide impact, that upperclassmen and members of the surrounding community would attend, has not been gratified to any great extent.

It was anticipated that the third quarter of the course would suffer a greater loss of interest and attendance than either of the other two quarters.

This proved to be the case. Factors which contributed to the situation were the following: the student "strike," the placing of the spring holiday on a Twentieth Century day, three speaker cancellations, the scheduling of Dick Gregory on a Twentieth Century evening, and warm, pleasant weather.

But the problems were not all in the spring quarter. Even in the fall, it became obvious that all was not well with the course. From written statements from students in the course, from evaluations submitted by discussion leaders, and from word of mouth reports, it emerged that students were not entirely satisfied. Interest lagged, attendance dropped, and there were complaints. Attention span for any given topic seemed short; the programs on science were given short shrift, and even the movies were not enough to hold the students.

In the winter quarter, it was decided by the faculty of the Twentieth Century Committee that attendance would have to be checked. This policy was implemented, much to the chagrin of the students, who felt the policy to be oppressive.

What can be said, in general, of the course? My judgment is that when a cost-benefit analysis of the course is made, it will be found that the cost in human terms, and in terms of time and energy, was staggering, the benefit for members of the course only modest. No doubt better students would have profited more. But there are two considerations which, I think, help explain why a course of this kind could not have enjoyed the success that was desired: the one is psycho-technical, the other a matter of educational philosophy.

First, the psycho-technical consideration. Professor Hoffman and I realized this year that in preparing programs for Hayden Auditorium, for nearly 400 students, what we had not recognized was that there are special problems in moving from a small classroom situation to that quite different setting. The difference is not just technological, getting the right sound system, the proper projectors, etc. The bald truth is that what might work beautifully for a group of twenty can flop with the large group in the Auditorium. Indeed, I found in myself a different feeling there toward speakers heard elsewhere or movies previewed under quite different circumstances. One comes to an Auditorium like Hayden with different expectations and attitudes. He tends to expect a performance of sorts, even entertainment. His attitude leans toward passivity. He is influenced by the boredom and inattention of those around him to a greater degree than in the smaller, more personal setting.

We should have learned something by now about the distinction sociologists used to characterize as that between primary and secondary groupings. That distinction, I believe, is all-important in understanding the psychology of the freshmen members of the Twentieth Century.

Second, the matter of educational philosophy. However much we may desire that our freshmen discuss, analyze, think on, and write about the significant issues of the day, however much we may desire that they hear these issues presented from various points of view, the truth remains that they are freshmen. I am not pointing merely to their lack of experience, their sometimes impetuous judgment, or their youthfulness. What here concerns me is the simple fact that few if any of these youngsters have a discipline; most are uncertain as to their respective majors, and none has achieved anything like a mastery of a body of knowledge. How then can they be expected to be generalists at this point in their educational evolution? They should be reflecting on the issues of the day, but their reflections are likely to be amatuerish. They did not write good position papers in part because they had no positions to state. And at the root of it all is the fact that without a degree of competence in a speciality, one is empty-handed in coming to the generalities.

Take a discussion of violence in our times. Most freshmen who undertake this topic are handicapped in several ways: they have little knowledge of the history of violence in the U.S., nor are they equipped with a grasp of the legal or ethical concepts which bear on the topic. A degree of competence in sociology and psychology are also needed to handle the matter. It is not surprising that when students are faced with such issues, their opinions are not very solid and their discussions very watery indeed. I can only believe that this contributes to a sense of frustration in the student.

My conclusion is that the course should be phased out. If it is not, it should be shortened to two quarters at the most. Moreover, it should be offered not to freshmen, but to upperclass (probably junior) students. My judgment is that the course was a moderate success at best. Its problems are intrinsic to it and cannot easily be ironed out.

SELECTED COMMENTS BY UPPERCLASS DISCUSSION LEADERS
20TH CENTURY COURSE - Spring 1970

I am in agreement with the proposed changes in next year's program. I hope that such changes will facilitate greater involvement in the course.

I was disappointed that the quality of work did not seem to improve over the year. The position papers I received this quarter were not any better than those I received first quarter. The largest failure in the course this quarter was the lack of interest which overcame the course in its later stages.

I have students in my discussion who deserve A's and some that deserve D's. Unfortunately, the inequality of grading robs the A student of his due reward, thus making him feel frustrated. Many of my students said that the lectures were boring and irrelevant. I tend to agree.

Let me begin by telling you what it was like to be a discussion leader - it is the most complete and unique learning experience I've had at Hiram. To begin with, knowing that you are responsible for the education of 10 freshmen in the course develops a deeper sense of responsibility in a discussion leader. Secondly, you learn to interact with "your students" and how to counteract problems within the group. It isn't too often that a group of 12 people can discuss the question of the existence of a "God" without flaring tempers. I sincerely wish that all of the faculty members of this course as well as yourself could have seen the growth of my group - I definitely believe that all of us have sharpened our thought processes and our minds in the course of this one short year. And isn't that what education is all about? . . . . The problems are minor and can be worked out with patience and understanding. Contrary to the opinion of some, I feel that the best way to reach one's "students" is to develop a friendship with them. This is where I see the greatest advantage in having student discussion leaders. I feel that my friendship with the freshmen in my group is, in some particular cases, responsible for instilling responsibility in these students somehow. I have managed to develop a rapport with the students and to have earned their respect. And this has made them more conscienteous in their work.. . . One girl, in particular, is a good example. She entered the group at the beginning of 2nd quarter. She missed the first two discussion groups and wrote one of the worst papers I've had this year. I told her that she was required to attend discussion groups and to rewrite her first paper. From then until the end of the quarter she was at every meeting and wrote very good papers. She told me that her 1st quarter discussion leader didn't care - so, she didn't. But, I did care and now she did, too. My interest and involvement in the course have become so deep that I am spending three quarters instead of two at Hiram next year in order to again be a part of this course.

Since most incoming freshman don't have the groundwork to deal efficiently with opinion they are not being given a fair chance to use their own minds to formulate opinions about our complex society.

If colleges and universities are to become truly centers of intellectual endeavor, the emphasis and responsibility for education must be placed with the students. Otherwise college becomes a glorified manpower training center where a student works for grades that are only partially an evaluation of what a student really learns. Although I share the frustrations of Dr. Peters and Dr. Hoffman about lack of individual responsibility, work and attendance, I cannot help but believe that the majority of my discussees as well as myself were never trained to think for ourselves in our educational background, preceeding Hiram College. Even though some of the present attitudes and results are subjectively negative, one cannot measure results on short terms. But instead must evaluate this course and its resulting changes upon the class of 1973 over the next four years. Then and only then can an adequate appraisal or an educational critique of the 20th Century Course be given. . . .I cannot help but pass on a comment that was made to me by a student who I had felt prior to his statement had gained little from the course because of his seeming lack of interest. . ."I don't feel that the effect of this course upon myself can be measured adequately by my written expression because I tend to write poorly andcannot express my opinions clearly, but the course has opened up many of my views of life to new ideas and concepts".....

There has been a lot of trouble with discussion groups, mainly I believe because the student leaders themselves had never experienced any type of education that involved individual motivation and they, themselves copped out and took the easy way out. . . I am still experimenting trying to find methods that will make my group effective. A lot of things have failed, some of my sessions were complete failures due to my apathy or lack of preparation, but I realized that I was only cheating myself as well as my group. So there comes a time when every person must take responsibility for their own lives, the 20th Century course offers everyone a chance.

SELECTED FRESHMAN COMMENTS ON THE 20TH CENTURY COURSE

1st Quarter - 1969-70

It has provided me with a deeper insight, supplying me with more information to evaluate myself.

The Twentieth Century Course is a program totally new and invigorating. The general areas of study are relevant, and pertinent. The only possible draw back which I face is the lack of time to complete all the reading selections. The varied speakers, opinions and areas covered are very stimulating and interesting.

Much of what we have learned we have been exposed to in high school, in the community and on T.V.

I am afraid I did not get as much out of this course as I hoped to because I could not get interested in some of the topics. I'm afraid I would have learned more if I had taken an elective. But I'm going to try to get interested in it and learn more next quarter.

I liked the learning about the effects of science, technology and industrialism on society. For me at least, this is something I had never been exposed to in the least bit. I think there is a small problem pertaining to the connections among the general topics.

The course is great. As mentioned before somewhat of a shocker. It proved that I don't know anything about the cold cruel world at all. The interaction among students is fantastically large. Many a time I've been in discussions branching from XX Cen. topic.

I like the subjects this course deals with and I think Hiram should continue teaching it to freshmen. I am dissatisfied with it mostly because I can't learn all that I want to learn from it.

This course, altho excellent for me, is probably a complete waste of time for some people who are apathetic & immature; those who need someone standing over them. This would be true of any course, however I must ask myself whether freshmen benefit the most from a course such as this. I have & am glad that it was made available to me at this time. . .

I feel as if a new door has been opened. I have acquired a better understanding of many topics - and I have discovered new ones.

Twentieth Century Course type of course in which the individual student can get as much or little out of it as he wants. The opportunities are available, but it all depends on the student. The lectures were very informative, and the assigned workload is not very heavy. If the student will evaluate information & opinions given him, and draw fair conclusions he will be a better and more useful citizen.

The program is remarkably flexible. Student discussion leaders are a fascinating idea, I'm just disappointed more students aren't taking the initiative to take advantage of the opportunities given them. I'm disappointed in myself and I hope other people are too. Perhaps a catharsis will ensue and we students will become more actively involved in the program.

Never before has a course been so completely "relevant" (to use a cliche). And that is the course's value & worth; it can, I think, be stated that simpl

After every class, usually, I'm thinking and wanting to read, so I feel I have begun a little bit to understand.

I feel that this course has great potential and I would hate to see it fail because of failure of students to accept the responsibility necessary for the course's success.

The course discussed too many known facts.

I think I expected something more like a current events class dealing with problems of today, but I am satisfied, in fact probably prefer, the way the course actually is. Except for the section of science, I thought the choices were good.

I think the main reason I didn't get much out of the course and didn't enjoy it, is that I just couldn't get interested. I have never liked current events, history, etc. When science was introduced, I did enjoy it and learned a little, because I like science. The same goes for math. This is a problem I am going to have to solve myself.

The course has simply drawn me closer to people. I can now understand people, and cope with problem created by people. I have been enlightened much on the war in Vietnam and how the world operate.

Format good. The basic flaw is that each area is not probed deeper. At lunch with black students, I (a white) heard them laughing derisively at the fact that the course "covered" the topic of racism in about two weeks. The course doesn't "cover" anything. It only samples topics. Perhaps this is its intention, in which case a void still exists in the "Liberal Arts Education" at Hiram.

In 20th Century Course, a relevent, well rounded, fair to most all sides, education was finally given a try. Congratulations!

It has had no fantastic impact on me, but, as expected, has helped me better understand the world.

I felt this course exposed me to many ideas that I was not aware of. I enjoyed the lectures (most) and the films that were presented. I feel more student participation is in order. After all this course contains incidents that are effecting us in today's world. I felt our Discussion group was excellent. This brought ideas of lectures, which were given during the day, closer to home.

SELECTED FRESHMEN COMMENTS ON THE 20TH CENTURY COURSE
THIRD QUARTER - 1969-70

Great Course, Keep it!!

I think we spent too much lectures on religion.

Should be given to Seniors or upperclassmen instead of Freshmen.

I think professors should be discussion leaders, rather than students. I believe this would result in greater attendance at discussion sessions. I also think the course should be graded rather than on a pass-fail basis.

I don't feel I learned much of anything. It was a waste of time except for the papers and discussions.

I'm tired of hearing about the bad sides of life. In case some of you haven't heard, there is a good side.

Something has to be done to promote interest. This is a great course, but it lacks the interest of the students.

As far as I'm concerned this has most definitely been the most valuable course I have yet taken in all of my school experience.

I think its very important that a course of this nature be offered your freshman year. It would be nice if high school would better prepare us for this experience. But it is absolutely essential that it be offered.

Topic areas were well chosen -- however lectures (religion, esp.) were redundant.

I feel that there is a need to make the format a little more structured. Most of the students don't take it for a serious class.

Grading system is needed as fair evaluation of some students goes unnoticed on pass-fail system.

Student responsibility for participation is not enough, must have other restraining force.

By the end of the 1st year the course seems to have lost much of its interest. It would help if you could institute some new ideas and interest-getters near the end of each quarter.

I don't feel it takes the place of the old requirements, and it is definitely going to create some hassle for people with course schedules.

I think its got the most potential of anything on this campus. More power to making it better next year.

I definitely think that the XX Century course should not be graded next year.

Bona Fortuna next year.

APPENDIX 10

1970-71 TWENTIETH CENTURY AND ITS ROOTS SYLLABUS

HIRAM COLLEGE
1970-1971

XX

THE
TWENTIETH CENTURY
AND ITS ROOTS

THE TEACHING STAFF OF THE XX AND ITS ROOTS

Geoffrey Chapman		
Hale Chatfield	Assistant Professor of English	20 Bonney Castle
Michael Kempen		6959 Wakefield Rd
Roland Layton	Associate Professor of History	116 Hinsdale
Jeffrey Liebert		2 Dodge Court
James Parker		326 Agler
Kathleen Patton		322 Miller
Paul Rochford	Professor of Art & Director	Frohring Art
Edward Rosser	Professor of Chemistry	101 Colton-Turner
William Rudman		108 Dean
Jean Schlemmer	Assistant to the Director	Frohring Art
Warren Taylor	Distinguished Professor of The Humanities	21 Bonney Castle
Linda Thorpe		230 Booth
William Tipton		105 Dean
Ulpian Toney		181 Peckham
Martha Whelden		214 Henry

THE COURSE

A task force of faculty members was appointed in 1967 by President Elmer Jagow and commissioned to study the curriculum of Hiram College and propose changes where needed. The Task Force deliberated for a year and a half. During this time, the members became aware of what today is called "the need for relevance" in education. In order to help make the Hiram College curriculum relevant to the present day, with its fast tempo and multiple social, political and moral problems, the Task Force recommended a single, full-year course on the twentieth century for all freshmen. That recommendation was approved by the faculty, and a staff was appointed to put the course into operation beginning in the fall of 1969.

The course aims not only to deal with the central problems and issues which beset modern man, but to seek the roots of these problems. Thus, ideally, the freshman student will acquire a prospective on the twentieth century which will give him some understanding of where we are by a knowledge of how we got here.

THE TWENTIETH CENTURY AND ITS ROOTS is planned in such a way that the entire year is knit into a coherent whole, the topics being linked by their relationship with one another.

Experts in various fields will address the class throughout the year, and the course will be enriched by plays, panels, films, and musical offerings. Students will meet in small discussion groups to digest the content of the course with one another.

ODDS AND ENDS

Although this course is a departure from routine classroom procedures, students are expected to master its content in the ordinary measurable academic ways. It is the responsibility of each individual student to take full advantage of the possibilities offered in the course.

Any course or program as extensive and complex as the XX and its Roots must have certain rules and regulations. Since such administrivia can be irritating, even debilitating, red tape in this course is minimal.

ATTENDANCE AND EVALUATION

Each student is expected to attend all functions of the course, including discussion sessions. Each will report his own attendance on file cards handed in at the end of each session. On these file cards we ask that a brief evaluation of the lecture, panel, film, etc. be written. More elaborate evaluation forms will be distributed at the end of each of the major topics.

DISCUSSIONS SESSIONS

The class has been divided into discussion sections. These sections provide a forum for dialogue about what the participants have heard, seen, and read, and help them to integrate the material into a cohesive whole. Each discussion section will meet with a faculty leader every other session and with an upperclass student leader the sessions between. Discussion sessions will be scheduled at 11:30 every Wednesday when the program does not run longer than an hour. Wednesday evenings are reserved for discussion meetings as well. Since each faculty leader meets two sections each Wednesday, one of these must be in the evening. Assignments of students to discussion leaders are listed in a separate hand-out sheet.

Each professor with his two student assistants will be responsible for and to one fifth of the class. These supersections are referred to by the name of the teacher, e.g., the Rochford Fifth, the Chatfield Fifth, etc.

PROJECTS AND POSITION PAPERS

Each student is expected to write position papers as assigned. Such papers serve to clarify one's thought; they help get together the various components of the course. Sample position papers are included (pp 5-13).

Papers marked "unacceptable" will have to be rewritten and resubmitted for evaluation. Students who have writing problems will be referred to their advisor for aid.

READING

A list of *required* readings may be found on page 14. Each student is expected to read all of the books on the list. Specific reading assignments are incorporated into the syllabus. Required readings should be studied thoughtfully and care= fully, not merely skimmed.

Students are encouraged to read more than is required; therefore, a list of *supplementary* readings is provided beginning on page 14. Many of these books are available in the college bookstore, most of them in paperback. Some may be read in one sitting. The art of skimming should be acquired by every student as early as possible in his college career.

ADVISING

Students who have problems with the course or want to discuss ideas should talk with their student discussion leader in the dormitory. Each student also has access to the faculty member assigned to his Fifth. These faculty members are available for conferences during their posted office hours. Appointments may also be arranged with Mr. Rochford and Miss Schlemmer.

VACHEL LINDSAY ROOM

The Vachel Lindsay Room in the library (second floor, front) has been set aside for use primarily by students of the XX AND ITS ROOTS. Periodicals and books pertinent to the course are available in the room, and occassionally special displays are provided. Faculty and discussion leaders drop in, and sometimes coffee is provided. The room is used for browsing, studying, and conversation. Every student is invited to take advantage of it.

NEWSLETTER

A XX AND ITS ROOTS NEWSLETTER will be published periodically throughout the year by students in the course under the direction of Mr. Rochford. This letter provides a forum for student and faculty opinion, includes announcements, and frequently poetry and fiction. Those interested in working on the NEWSLETTER should contact Mr. Rochford early in the quarter. Its success will depend entirely upon the members of the class, who, when assigned to the NEWSLETTER, will earn one activity credit each quarter for their work on it.

WRITING A POSITION PAPER

1. A position paper is different from a library research paper or a term paper. Most of the research is done inside the skull. This is not to say that sources may not be used, but only that they play a secondary role. Sources that are used should be footnoted.

2. A position paper should be written with a view to reading it aloud to a small discussion group as a discussion provoker.

3. Position papers are relatively brief-- three or four pages. Each paper must take a position with regard to some aspect of the major topic under discussion and provide a rationale upholding the position.

4. Enclosed are two samples: first, a student paper on which comments and criticisms have been written; second, the paper in rewritten form.

5. To help show how a good position paper is put together, there are headlines in the rewritten paper. Such headlines need not appear in your papers.
The headlines indicate the organization of the paper. They represent guidelines for the author. Thus, he must:

a. Indicate a position,
b. Set a context within which the position has relevance,
c. Define the problem (set its limits),
d. Relate the problem to personal interest or area of concern,
e. Justify the position (give its rationale), and
f. Conclude.

This particular outline may not apply to *your* papers.

REQUIRED READING

The following books are required reading and may be purchased in the college bookstore:

Alger, Horatio, *Ragged Dick and Mark the Match Boy* (Collier-Macmillan 04139).

Allen, Frederick Lewis, *The Big Change* (Bantam HC219).

Barnett, Lincoln, *The Universe and Dr. Einstein* (Bantam HA4202).

Camus, Albert, *The Stranger* (Vintage V2).

Cleaver, Eldridge, *Soul on Ice* (Delta-Dell 8163).

Crane, Stephen, *Maggie, Girl of the Streets* (Airmont 166).

Davy, Francis X. and Burkhart, Robert E., *Perspectives on Our Times* (Houghton Mifflin 3-13485).

Erlich, Paul, *The Population Bomb* (Ballantine 73031).

Jeffers, Robinson, *Selected Poems* (Vin. Random V295).

Kelley, William Melvin, *A Different Drummer* (Anch, Doubleday A678).

Laski, Harold J., *On the Communist Manifesto* (Vin. V399).

Mailer, Norman, *The Naked and the Dead* (Signal Y4087).

Muscatine, Charles and Griffith, Marlene, *The Borzoi College Reader* (Alfred A. Knopf Hardback).

Orwell, George, *Animal Farm* (Signal CT304).

Rubenstein, Richard, *After Auschwitz* (Bobbs-Merrill).

Steinbeck, John, *In Dubious Battle* (Comp. Viking Press).

Wright, Richard, *Native Son* (Harper Row P3055).

SUPPLEMENTARY READING

Ader, Emile B., *Socialism* (Barron).
Ardrey, Robert, *African Genesis* (Dell, 0036).
Arendt, Hannah, *Antisemitism* (HB&W, HB 131).

Arendt, Hannah, *Totalitarianism*(HB&W, HB 133).
______, *Between Past and Future: Six Exercises in Political Thought* (Meridian, M151).
Aron, Raymond, *The Century of Total War* (Beacon, BP 3).
Arons, Arnold and Bork, Alfred (eds.), *Science and Ideas: Selected Readings* (Prentice-Hall).
Barzun, Jacques, *Race: A Study in Superstition* (Harper, TB 1172).
Bentley, Eric, *The Playwright as Thinker* (Meridian, M 6).
Berlin, Isaiah, *Karl Marx: His Life and Environment* (Galaxy, GB25).
Berry, Brian and Meltzer, Jack (eds.), *Goals for Urban America* (Spectrum, S-172).
Brinton, Crane, *The Anatomy of Revolution* (Vintage V44).
Bronowski, Jacob, *The Identity of Man* (Natural Hist, B15).
Brunn, Geoffrey, *Nineteenth Century European Civilization: 1815-1914* (Galaxy, BG 36).
Carson, Rachel, *The Silent Spring* (Crest, T681).
Denbeaux, Fred J., *The Premature Death of Protestantism* (Lippincott).
Eiseley, Loren, *Darwin's Century* (Anchor, A 244).
______, *The Immense Journey* (Vintage, V157).
Feynman, Richard, *The Character of Physical Law* (MIT66).
Fortas, Abe, *Concerning Dissent and Civil Disobedience* (Signet).
Gardiner, Martin, *Relativity For Millions*(Pocket Books, PB 95011).
Grier, William H. and Cobbs, Price M., *Black Rage* (Bantam, N3931).
Henderson, W.O., *The Industrialization of Europe* (HB&W).
Hook, Sidney, *Marx and the Marxists*(Anvil, A 7).
____, *World Communism* Anvil, A62).
Josephson, Eric and Mary (eds.), *Man Alone: Alienation in Modern Society* (Dell 5182).
Kohn, Hans, *Nationalism* (Anvil, A 8).
Kuhn, Thomas S., *The Structure of Scientific Revolutions* (Phoenix, P159
Langer, Suzanne, *Problems of Art* (Scribner, SL35).
Leavis, F.R., *Two Cultures? The Significance of C.P. Snow* (Pantheon).
Lee, Dorothy, *Freedom and Culture*(Spectrum, S-6).
Malcolm X and Haley, Alex, *The Autobiography of Malcolm X* (EverBC, B 146).
Masotti, Louis H. and Corsi, Jerome R., *Shoot-Out in Cleveland* (Bantam, NZ5333).
Matson, Floyd W., *The Broken Image* (Anchor, A 506).
McLuhan, Marshall, *Understanding Media: The Extensions of Man* (McGraw-Hill, 45436).
McNeill, William H., *The Contemporary World, 1914-Present*(Scott-Foresman 10).
Mills, C. Wright, *The Marxists*(Dell, 5470).
Morris, Desmond, *The Naked Ape: A Zoologist's Study of the Human Animal* (Dell, 6266 1).
Nelson, Benjamin (ed.), *Freud and the Twentieth Century*(Meridian, M45).
Neumann, Robert with Koppel, Helga, *The Pictorial History of the Third Reich*
Niebuhr, Reinhold, *The Irony of American History*

Nomad, Max, *Aspects of Revolt* (Noonday, N212).
Ortega y Gasset, Jose, *Man and Crisis* (Norton, N121).
Pinkney, Alphonso, *Black Americans* (Spectrum, S-07739).
Report of the National Advisory Commission on Civil Disorders (Bantam, QZ4273).
Roth, Jack R. (ed.), *World War I: A Turning Point in Modern History* (Knopf, BH 2).
Schoenwald, Richard L. (ed.),*Nineteenth-Century Thought: The Discovery of Change* (Spectrum, S-129).
Shafer, Boyd C., *Nationalism: Myth and Reality* (HB&W, HB50).
Scott, Nathan A. Jr., *The Broken Center* (Yale, Y 206).
Shirer, William L., *The Rise and Fall of Adolf Hitler* (Random).
Snow, C.P., *The Two Cultures: And a Second Look* (Cambridge, CAM 576).
Snyder, Louis L., *The Idea of Racialism* (Anvil, A 66).
Taylor, Gordon R., *The Biological Time Bomb* (World).
Tucker, Robert C., *The Marxian Revolutionary Idea: Essays on Marxist Thought and Its Impact on Radical Movements* (Norton).
Ward, Barbara, *Five Ideas That Changed the World* (Norton).
____, *The Rich Nations and the Poor Nations* (Norton).
Whitehead, Alfred North, *Science and the Modern World* (Free Press, FP935
Williams, Charles, *Witchcraft* (Meridian, ,62).
Williams, L. Pearce (ed.), *Relativity Theory: Its Origin and Impact on Modern Thought* (Wiley).
Wolfe, Bertram D., *Marxism: One Hundred Years in the Life of a Doctrine* (Delta, 5468).

ASSIGNMENT CALENDAR

September

Mon	Tu	Wed	Thur	Fri
		23 Davy & Burkhart Perspectives pp 1-9, 67-71, & 275-278	24 Davy & Burkhart Perspectives pp 106-111, 27-32, & 72-79	
28 Davy & Burkhart Perspectives pp 48-65		30 Project #1 DUE		

WARNING

Not much to read on this page, but several books coming up on the next one.

SYLLABUS

THE TWENTIETH CENTURY AND ITS ROOTS

FIRST QUARTER

September

(1) 21 M Paul A. Rochford, Director, The Twentieth Century and Its Roots
Introduction of faculty, description of mechanics of the course, responsibilities of faculty, students and discussion leaders. Comments on the theme of the course and some of its theses. Preparation for two polarized views of the present state of turmoil.

ASSIGNMENT # 1: (due 30 September)

Write a position paper, using one of the following titles:
We are in the midst of a good revolution in nearly all aspects of our lives
We are currently in a revolution that is causing a deterioration of life in the XX
The apparent revolution is an illusion occurring on the noisy fringes

POLARIZATION

Does everyone recognize that a revolution is under way and the conservatives do not like it, or does the conservative perception of things deny that a revolution is happening? Do traditional values (property, the good life) prevail with the majority of Americans? Are we now in the process of stepping backward from radicalization? Is there a general move toward the middle, or will things get wilder before they get tamer? Does the conscious movement in the direction of moral abdication on the part of artists, writers, scientists, and the like represent a revolt? If so, is this a revolt against the values of our society? If this should be the case, may it be conceived as a revolt back to what we understand as the traditional value structure of earlier times, or is it rather, in the light of new attitudes, a revolt against the idea of value itself? Does it constitute a denial of the meaningfulness of the human enterprise?

(2) 23 W The Conservative Perception
Lecture: Frank S. Meyer, National Review

(3) 24 Th The Anti-Conservative Perception
Lecture: Professor Sidney Peck, CWRU

(4) 28 M The Two Perceptions of our Current Predicament
Review and Critique: Professor Hale Chatfield, Hiram
Professor Eugene Peters, Hiram

ASSIGNMENT CALENDAR

September — October

Mon	Tu	Wed	Thur	Fri
		30 Project #1 DUE TONIGHT	1 Borzoi Reader pp 59-73 & 800-807	2
5 Borzoi Reader pp 137-142 & 575-600 Davy & Burkhart Perspectives pp 186-191 & 380-400	6	7 Borzoi Reader pp 56, 763-769 & 789-799	8 Borzoi Reader pp 3-26 Davy & Burkhart pp 34-43, 142-160 & 167-172	9

Nope,

Still not much reading assigned on this page, but on 15 October:

The Naked And The Dead
Maggie, Girl Of The Streets
and
Ragged Dick

September

(5) 30 W Films: *Operation Abolition*
Operation Correction
These two films demonstrate that the same body of facts may be perceived as having entirely different implications when viewed from a conservative and an anti-conservative standpoint.

PROJECT # 1 DUE TONIGHT AT DISCUSSION SESSION

October

ASPECTS OF UNCERTAINTY
THE CONSTRUCTION OF MEANING IN A MEANINGLESS UNIVERSE

In a world that lends itself to the most polarized of interpretations, how can the individual have confidence in any interpretation? How do we construct a picture of reality that we can live with? How do we fit man into the scheme of nature? Can man understand the nature of his current predicament in the light of a larger framework?

(6) 1 Th The Artistic Search
Lecture: Professor Paul A. Rochford, Hiram
The dilemma of the modern artist who must make meaningful images in a disoriented world.

(7) 5 M The Scientific Search
Lecture: Professor Edward B. Rosser, Hiram
The new moral and political problems of the scientist in the atomic age.

(8) 7 W The Poetic Search
Lecture: Professor Hale Chatfield, Hiram
The role of language in the construction of meaning.

(9) 7 W Evening Performance: Cleveland String Quartet

(10) 8 Th The Human Search
Lecture: Professor Warren Taylor, Hiram
The exercise of the mind; searching for the sake of the search; the intellect as an erogenous zone.

October

Mon	T	Wed	THURSDAY	Fri
12 Read a head for Thursday →	13	14 Project #2	15 Norman Mailer: THE NAKED AND THE DEAD Stephen Crane: MAGGIE, GIRL OF THE STREETS Horatio Alger: RAGGED DICK	16 films this weekend →
19 ditto →	20	21 Project #3	22 Richard Wright: NATIVE SON Frederic Lewis Allen: THE BIG CHANGE and in the Borzoi Reader, pp 338-359 John Steinbeck: IN DUBIOUS BATTLE	23
26				

REVELATIONS OF OUR CURRENT PREDICAMENT

I

October

(11) 12 M The revolutionary Viewpoint Revealed in Folk Lore and Folk Music
Performance: Stuart Bernstein
Bruce Hutton, Hiram

II

(12) 14 W Manifestations of the Conservative-Anti Conservative Points of View on the Campus
Presentation: The Rochford Fifth

PROJECT #2 DUE TODAY AT DISCUSSION SESSION

III

(13) 14 W 7:30 P.M.
Inflation of Popular American Music: A Satire
Performance: Joe Blanche, Hiram

LIFE IN THE XX

Through films, testimony, short talks and the like we want to get at the quality of life in our century. What has it been like to live in the XX? How has the flavor of experience changed from one period to another (roaring '20's, depressed '30's, etc.)?

(14) 15 Th The XX Examined

(15) 16 Fri XX FLICKS: *Little Caesar* (Hayden, 7:30 P.M.)

(16) 17 Sat *Twelve O'Clock High* (Hayden, 2:00 P.M.)

(17) 17 Sat *The Burmese Harp* (Hayden, 7:30 P.M.)

(18) 18 Sun *All The King's Men* (Hayden, 2:00 P.M.)

(19) 19 M The XX Examined

(20) 21 W The XX Examined

PROJECT # 3 DUE TODAY AT DISCUSSION SESSION

Components of Our Current Predicament I

(21) 22 Th The Student Revolution and Higher Education
Lecture: Geoffrey Chapman, Hiram

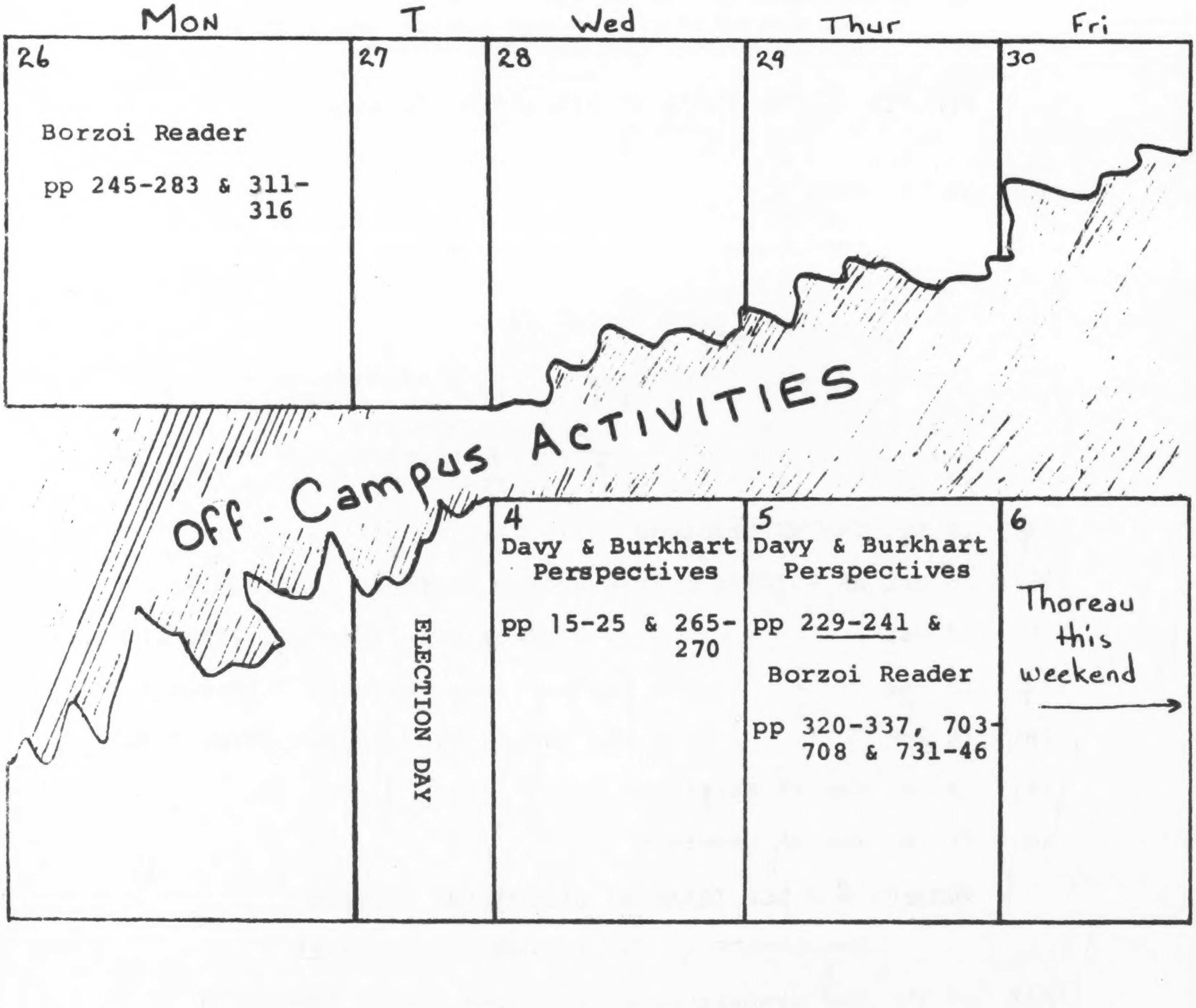
The Revolution of Youth
Lecture: Professor Alan Langdon, Hiram

The Civil Rights Movement
Lecture: Professor Hale Chatfield, Hiram

The Intellectual Revolution and the Post-Modern Mind
Lecture: Professor Kimon Giocarinis, Hiram

ASSIGNMENT CALENDAR

October — November


Off - Campus Activities

Mon	T	Wed	Thur	Fri
26 Borzoi Reader pp 245-283 & 311-316	27	28	29	30
	ELECTION DAY	4 Davy & Burkhart Perspectives pp 15-25 & 265-270	5 Davy & Burkhart Perspectives pp 229-241 & Borzoi Reader pp 320-337, 703-708 & 731-46	6 Thoreau this weekend →

COMPONENTS OF OUR CURRENT PREDICAMENT II

October			
(22)	26	M	Moral Revolution: The Breakdown of Obsolescent Systems Lecture: Professor Paul A. Rochford New Morality, Personal Responsibility, and Situational Ethics Lecture: Bill Rudman, Hiram Scientism and the Technological Revolution Lecture: Professor Edward Rosser, Hiram Pollution and Population Lecture: Professor James Barrow, Hiram
	28	W	Off-Campus Activities
November			
	3	T	Election Day

AFTERMATH OF THE INDUSTRIAL REVOLUTION:
THE QUANTIFICATION OF MAN

To what extent may the change in the flavor of life be charged against the industrial revolution? Does man live in a mental climate that was brought about by science? Has technology, in contributing to our welfare, created more problems than it has solved? Who or what is to blame for the urban crisis, the revolution in morality? Why do we find it distasteful to be numbered by computers, but not to be kin to apes? Does man project a different self-image because of Darwin? Is an evolutionary change necessarily for the better?

(23)	4	W	Urban Crisis (Ballroom) Lecture: Dr. Ben Richardson, Church Federation of Greater Chicago
(24)	4	W	Films: Lewis Mumford on the City (Ballroom: 4:00, 7:00, or 8:15 p.m.)
(25)	5	Th	Urban Crisis: Architecture and City Planning Lecture: Victor Christ-Janer, architect
(26)	6	F	*The Night Thoreau Spent in Jail* (Hayden, 8:00 p.m.)
	7	Sa	*The Night Thoreau Spent in Jail* (Hayden, 8:00 p.m.)

ASSIGNMENT CALENDAR

November — December

Mon	T	Wed	Thur	F	
9 Davy & Burkhart Perspectives pp 401-408 Borzoi Reader pp 46-56	10	11	12 Borzoi Reader pp 674-699	13	
16 Borzoi Reader pp 610-645	17	18 Davy & Burkhart Perspectives pp 133-142 Borzoi Reader pp 569-574,594-600	19 Robinson Jeffers: SELECTED POEMS	20	
23	24	25 Project #4 DUE today (Discussion Only)	26	27	
30	1	2	3	four	
7 Borzoi Reader pp 86-100 Beard's introduction to Bury's IDEA OF PROGRESS	8 registration and reading day	9 Final Exams	10	11	12

November

(27)	9	M	Morality and the Business Ethic Lecture: Mark Logan, American Home Products
(28)	11	W	Film: *Death of a Salesman* Lecture: Professor Keith Leonard, Hiram
(29)	12	Th	Society and Technology Lecture: Dr. Juergen Schmandt, Harvard
(30)	16	M	The Industrial Revolution Lecture: Professor John Strassburger, Hiram
(31)	18	W	The Scientific Revolution and Man's View of the World Lecture: Professor G. W. Morgan, Brown
(32)	19	Th	The Scientific Revolution and Man's View of the World Lecture: Professor G. W. Morgan, Brown
(33)	23	M	The Revolutionary State of Mind Presentation: The Chatfield Fifth
(34)	25	W	Discussion Group

PROJECT #4 DUE

(35)	30	M	Darwin and the Idea of Evolution Lecture: Professor James Barrow, Hiram

December

(36)	2	W	Social Darwinism (Ballroom) Lecture: Professor Kimon Giocarinis, Hiram
(37)	3	Th	The Impact of Science, Technology and Industrialism on Society Presentation: Taylor Fifth
(38)	4	F	*Tartuffe* (Hayden, 8:00 p.m.)
	5	Sa	*Tartuffe* (Hayden, 8:00 p.m.)
(39)	7	M	The Idea of Progress Lecture: Professor Kimon Giocarinis, Hiram

ASSIGNMENT CALENDAR

January

Mon	T	Wed	Thur	F
4 Borzoi Reader pp 130-154,164-214, 294-300 & 316-319	5	6 Borzoi Reader pp 215-242 Rubenstein: AFTER AUSCHWITZ,pp 1-44.	7 Davy & Burkhart Perspectives pp 10-14 Borzoi Reader pp 25-31,406-415	8
11 Borzoi Reader pp 472-476	12	13 George Orwell ANIMAL FARM	14 Davy & Burkhart Perspectives pp 177-184 Borzoi Reader pp 74-85 & 774-779	15
18	19	20	21	

SECOND QUARTER

January

THE INDIVIDUAL AND THE STATE

The authority of national custom and mass opinion has often been asserted to be overwhelming. Does this mean that individual freedom is simply illusory? What freedom does an individual have to defy established conventions and mass opinion? Is it not necessary to construct and submit to a high degree of political order in order to preserve liberty? If so, how does one know where to stop? What formula details the quantity of order that stops short of tyranny, the quantity of liberty that stops short of anarchy? If these are mutually complementary characters, each of which is essential to the preservation of the other, how do we make our political determinations so as to achieve the balance we desire?

(40) 4 M The Charter of American Individualism
Lecture: Professor Warren Taylor, Hiram

(41) 6 W Films: *Triumph of the Will*
The Witnesses (Hayden, 7:30 p.m.)

(42) 7 Th Totalitarianism in Germany
Lecture: Professor Robert Neil, Oberlin

(43) 11 M Language and Thought Control
Lecture: Dr. Fred Bissell

Does tyranny nearly always come about in the almost inevitable way suggested by Orwell's two fables? Is it true that we must be constantly on guard against the loss of political liberty in order to avoid losing it?

(44) 13 W Film: *1984*

(45) 14 Th The Social Vision of George Orwell
Lecture: Professor Carey McWilliams, Brooklyn College

(46) 18 M A Shift in Perspective from the Individual's Relation to the State to the Relationship of the Authoritarian State to the Power of Ideologies
Lecture: Professor Warren Taylor, Hiram

JANUARY -
FEBRUARY

Monday	t	Wed	Thurs	F
		20 Harold J. Laski: ON THE COMMUNIST MANIFESTO,PP 130-179 Project #5 due tonight	21 Harold J. Laski:ON THE COMMUNIST MANIFESTO,pp 1-105	22
25 Harold J Laski: ON THE COMMUNIST MANIFESTO, pp 109-123	26	27	28	29
1	2	3	4	5
8	9	10		

January

(47) 20 W Opera: *The Consul*

A local production by the freshmen under the auspices of the departments of theater and music.

PROJECT #6 DUE TONIGHT AT DISCUSSION SESSION

IDEOLOGIES AND POWER

Is it the case that an idea propounded in the right circumstances has the power to affect lives of millions? What are the varieties of fruit that Karl Marx has borne in Russia, in China, in Latin America, in the U.S? To what ends do ideologies operate? Is communism the opposite of capitalism rather than of democracy? Are there democratic communist states, totalitarian capitalist states? Can internationalism be the co-operation of states having different ideologies?

(48) 21 Th Varieties of Socialism
Lecture: Professor Louis Patsouras, Kent

(49) 25 M Karl Marx, Man of His Age
Lecture: Professor Ronald Suny, Oberlin

(50) 27 W Marxism: Hope of the Future
Lecture:

(51) 28 Th Marxism: Remnant of the Past
Lecture: William A. Rusher, *National Review*

February

(52) 1 M Ideology and Power in Latin America
Lecture: Professor George Melnykovich, Hiram

(53) 3 W Communism in China
Lecture: Professor William Griffith, MIT

(54) 3 W Evening Performance: African Heritage Dance and Music Ensemble

(55) 4 Th Film: *Red China*

(56) 8 M Communism in Russia
Lecture: Alfred Levin, Kent

(57) 10 W Democracy in America
Lecture: Professor John Strassburger, Hiram

February - March

Mon	T	Wed	Thur	F
			11 Davy & Burkhart Perspectives pp 365-367	12
15 Davy & Burkhart Perspectives pp 334-351	16	17	18	19
22 Paul Erlich THEPOPULATION BOMB	23	24 Davy & Burkhart Perspectives pp 200-219 Project #6 DUE	25	26
1	2	3 Borzoi Reader p 488-493	4 Borzoi Reader pp 446-460	5
8	9	10 PROJECT #7	11	NO
15 Registration	16 ← Final Exams →	17	18	19

Note: there will be two books due third day of next quarter. Better read during recess.

(58) 11 Th Capitalism in the U.S.
Lecture: Professor C. H. Cramer, CWRU

(59) 15 M Nationalism
Lecture: Professor Kimon Giocarinis, Hiram

(60) 17 W Internationalism: The Antidote
Lecture: Professor Arthur Larson, Duke

PLANET SURVIVAL

While you are reading these words four people have died of starvation. Most of them children----Paul Ehrlich

(61) 18 Th Classical Formulations of the Population Problem
Lecture: Professor William Palmer, Hiram

(62) 22 M Overpopulation Awareness
Lecture: Dr. David Burleson, Carolina Population Control Center

February

(63) 24 W Film: *Project Survival*

PROJECT #6 DUE TONIGHT AT DISCUSSION SESSION

(64) 25 Th Problems of Food Supply
Lecture: Professor Edward Rosser, Hiram

(65) 1 M The Biological Time Bomb
Lecture: Professor Dwight Berg, Hiram

(66) 3 W Poverty in the U.S.
Lecture: Mrs. Lucille Huston, Cooperative Urban Studies Center

(67) 4 Th The Relevance of an Ecological Microcosm
Lecture: Professor Steven Kress, Antioch

(68) 8 M The Individual Ploouter
Lecture: Professor James Barrow, Hiram

(69) 10 W A Chemist's View of Soil, Air, and Water Pollution
Lecture: Professor Joseph Denham, Hiram

PROJECT #7 DUE TODAY AT DISCUSSION SESSION

(70) 11 Th Planet Survival
Presentation: The Rosser Fifth

ASSIGNMENT CALENDAR

March - April

Mon	T	Wed	Thur	F
29 Davy & Burkhart Perspectives pp 93-99 & 112-119	30	31 Eldridge Cleaver: SOUL ON ICE William Melvin Kelly: A DIFFERENT DRUMMER	1 Borzoi Reader pp 493-502	2
5	6	7	8 Borzoi Reader pp 502-510	9
12	13	14 Borzoi Reader pp 465-471 Rubenstein: AFTER AUSCHWITZ, pp 157-175	15	16
19				

THIRD QUARTER

March

ALIENATION

What happens when people are alienated? Is it possible to be alienated without being alienated from something? What are the causes behind the three forms of alienation presented here? How have they come about? Do the alienated (the young, the black, the women) have good cause to feel as they do?

(71) 29 M The Role of the Intellectual Black in the White Man's World
Lecture: Professor Otey Scruggs, Syracuse

(72) 31 W Black Militantism
Lecture: Professor Edward Crosby, Kent
Panel: Lonnie Edmunson, Zelma George, Isiah Williams

(73) 31 W Evening Performance: *To Be Young, Gifted, and Black*
The New York Company

April

(74) 1 Th The Generation Gap
Lecture: Professor Hale Chatfield, Hiram

(75) 5 M The Generation Gap
Panel: Jeff Liebert, Marnie Whelden, Paul Martin, Thorn Pendleton

(76) 7 W Film: *Nothing But A Man*

(77) 8 Th Controversy and Politics of the Moynihan Report
Lecture: Barry Brooks, Student, Harvard Medical School

(78) 12 M Film: *Where Is Prejudice?*

(79) 14 W The Origins Of Racism
Lecture:

(80) 15 Th The Moderate Black
Lecture:

(81) 19 M The Origin and History of Women's Liberation
Lecture: Nubra Watson, Graduate Student, Brandies

April — May

Monday	Tu	Wed	Thurs	F
		21 Plain Dealer Series, May 1970	22 Borzoi Reader pp 101-115 & 155-164	23
26 Selections (to be made later) from Lincoln Barnett's THE UNIVERSE AND DR. EINSTEIN	27	28	29	30
3 Rubenstien: AFTER AUSCHWITZ,pp 267-287	4	5 A week from today, all of Camus will be due. Rubenstein: AFTER AUSCHWITZ,pp 191-207 & 227-264	6 Rubenstein pp 61-111	

April

(82) 21 W The Liberated Woman Today (Ballroom)
Lecture:

PROJECT # 8 DUE TODAY

(83) 22 Th Women's Lib on Campus
Panel: Officers Of The Local Chapter

THE SEARCH FOR MEANING IN THE POST MODERN ERA

How can the individual reconcile his freedom to formulate his own inner beliefs with the external pressures of the state, society and established religion? Where should man look for the sources of personal convictions -- in reason? experience? science? traditional religion? Is there a chance of asserting individual beliefs? Can they be made the basis of action? How does one fit the whole atomic-age problem of the moral responsibility of the scientist for the weapons he creates into this? (Einstein was a sweet kindly bushy-haired fellow who initiated all the trouble we're in today). Does Camus in The Stranger *describe the human situation with utter despair? How do you compare and contrast in your mind the withdrawal to be found in Camus with that to be found in Thoreau? Have they the same flavor? Do they spring from different ethical frameworks?*

(84) 26 M Einstein, Planck, Heisenberg and Relativity
Lecture: Professor Edward Rosser, Hiram

(85) 28 W Relativism and Cubism
Lectures: Professor Kimon Giocarinis, Hiram
Professor Paul A. Rochford, Hiram

(86) 29 Th Freud and His Impact
Lecture: Professor Warren Taylor, Hiram

May

(87) 3 M The Sexual Revolution and the Future of Sex
Lecture: Professor Paul A. Rochford, Hiram

(88) 5 W Religious Man: Crisis in Judaism
Lecture: Professor Richard Rubenstein, Florida

(89) 6 Th Religious Man: Crisis in Christianity
Lecture: Professor Richard Rubenstein, Florida

May - June

Monday	Tu	Wednesday	Thursday	Fr.
10	11	12 Albert Camus: THE STRANGER Project #9 DUE	13	14
17 Borzoi Reader pp 665-673	18	19	20 Davy & Burkhart Perspectives pp 192-199	21
24 Borzoi Reader pp 749-763	25	26 Project #10 DUE	27	28
31	1	2	3	4
7 ← Final Exams →	8	9	10	

May

(90) 9 Sun Evening Performance: Warren Symphony

(91) 10 M Secular Man: Bodies in Revolt
Lecture: Professor Thomas Hanna, Florida

(92) 12 W Themes of Alienation in Modern Painting and Theater
Lectures: Professor George Schroeder, Hiram
Professor Keith Leonard, Hiram

PROJECT # 9 DUE

(93) 13 Th Reaction to the Rational: Return to the Occult
Lecture:

(94) 17 M Cybernetics and its Implications
Lecture:

(95) 19 W The Computer: A Discussion of Form and Function
Lecture: Professor Edward Rosser, Hiram

(96) 20 Th The Computer as Alienator
Lecture:

(97) 24 M The Current Scene in Various Kinds of Sounds
Lecture:

(98) 24 M Evening Performance: Fresh Music Group

(99) 26 W Abstract Expressionist Painting and Concrete Poetry in Response to the Bomb
Lectures: Professor Paul A. Rochford, Hiram
Carl Fernbach-Flarsheim, Poet

PROJECT # 10 DUE

(100) 27 Th The Disintegration of Painting and Sculpture
Lecture: Carl Fernbach-Flarsheim

(101) 31 M Science as the Major Art of the XX
Lectures: Professor Paul A. Rochford, Hiram
Professor Eugene Peters, Hiram

June

(102) 2 W Multi-media: The Scientific Art
Performance: The Layton Fifth

APPENDIX 11

OTHER COMPONENTS OF THE CURRICULUM

A. Interdisciplinary Course Descriptions
B. Individualized Areas of Concentration
C. Approved Activity Units, October, 1970

INTERDISCIPLINARY COURSES

The number in parentheses following the title of the course indicates the division in which the course fulfills the requirement.

(1) The Humanities and the Fine Arts
(2) The Social Sciences and History
(3) The Natural Sciences and Mathematics

A course may meet the requirement in either of two divisions, but not in both.

201. Introduction to the Cinema. (1) This course aims to define the film, examine the basic concepts of film, and give the student an understanding of the motion picture as an art. **5 hours**

202. Comparative Arts. (1) Introductory in level, this course has as its major goal insight into the meaning and nature of artistic activity itself, understanding of the role of the arts in the life of man, and acquaintance through analysis with some of the major achievements of Western civilization in music, literature, and the visual arts. The effort is to understand art by an integrated study of the various art forms, their interrelations, and their common ingredients organized ideologically rather than chronologically. Such major and persistent artistic stances as the Classic, the Baroque, the Romantic, the Gothic, and the Realistic are examined without regard to period. The notion of very similar temperaments and achievements in artists from different periods, countries, and art forms is pursued in connection with Michelangelo, Beethoven, and Milton. **5 hours**

203. Historic Views of Man. (1) This course will examine distinctive opinions that have been important in the past and continue to influence man's thinking about himself. The issues to be discussed are pertinent to the study of history, philosophy, theology, and literature. Writers will be selected not necessarily for their importance as original thinkers but because they state a particular point of view in an interesting way. Probable titles for the reading list are *Beowulf*, Plato's *Phaedo*, Epictetus' *Discourses*, the *Book of Job*, Bunyan's *Pilgrim's Progress*, Marlowe's *Dr. Faustus*, and Rousseau's *Emile*. **5 hours**

204. The Creative Imagination in Contrasted Civilizations. (1) A comparative study of selected representative styles and values in art, literatures, and religions of ancient Egypt, India, and Confucian and Taoist China. The reading of comprehensive interpretations of the cultural achievements of those societies together with the reading, in English translations, of basic literary and religious texts and the study of correlations of meanings and values, expressed in literary works, symbolized in religious teachings, and visualized in art. Humanistic syntheses which seek to reveal the full personality of civilized individuals and the dominant characteristics of civilized societes are emphasized. **5 hours**

205. Authority and Community. (1) The analysis, comparison, and evaluation of the Utopias imagined by Plato, Sir Thomas More, Jean-Jacques Rousseau, William Morris, Samuel Butler, Edward Bellamy, and B. F. Skinner; and for further contrasts, the dystopias of Aldous Huxley and George Orwell. **5 hours**

206. Satire and Caricature in Literature and Art. (1) The comparative study of satirizations of man in representative works: in Spain, by Cervantes and Goya; in France, Voltaire and Daumier; in England, Swift, Hogarth, and Gillray; in Germany and Czechoslovakia, George Grosz and Jaroslav Hasek; in the United States, Mark Twain and newspaper cartoons. Background materials which further illumine these works and questions of the nature of satire and caricature are also explored. **5 hours**

207. Modern Heroes and Anti-Heroes in Life and Literature. (1, 2) This course, by an examination of literature, psychology, and current events, attempts to answer the question "What is a hero, and what does the notion of heroism tell us about human values?" Readings include fiction, drama, and poetry by Herman Melville, Joseph Conrad, Albert Camus, Jean Genet, and other literary artists —as well as psychological and anthropological writings by such figures as Erik Erikson, Sigmund Freud, Eric Hoffer, Margaret Mead, B. F. Skinner, and Allen Whellis. **5 hours**

208. The Visual Arts and The Theatre, 1885-1935: The Crisis in Realism. (1) This course will deal with the radical and momentous transformations occurring in the visual arts and theatre in Europe in the half century between 1885 and 1935. It will explore the similarities in attitudes and beliefs among creators in both fields and the analogies among their works. It will also view the works studied against their social, political, economic, scientific and intellectual backgrounds. It will encompass the following: The crisis in realism common to theatre and painting at the close of the 19th century. The symbolist movement, art nouveau, and the fin de siecle decadence. The cubist movement and the background of changing philosophical and scientific conceptions of space and time against which it took place. The effects of the new media of photography and the cinema on artistic thought. The emergence of artistic themes of dread, alienations, and despair which signify the profound social and moral dislocations of the period. The manifestations of the non-rational and irrational in expressionist, dada, surrealist, and absurdist art. **5 hours**

209. The Development of 19th Century British Social Protest. (1, 2) This course will study the evolving protests against the ills of 19th century society which resulted from rapid industrial and technological change. Balancing historical and literary approaches, the course will move from the effects of the French revolution to the rise of socialism and the Labor Party; from the poetry of Shelley to the drama of Shaw. (Fall Quarter in Cambridge, England) **5 hours**

310. God and the Existentialist Posture. (1) The course will explore the movement of existentialism in its quest for meaning in a universe threatened by absurdity. This will involve an investigation of the human condition in both its phenomenological and ontological dimensions. The course will examine those thinkers who argue that meaning can be found only within the framework of man's finitude, and those who look for a transcendent grounding of man's existence. Because all agree that man is in a process of becoming for which he is essentially responsible, the course will search for a metaphysical understanding of reality which will lend support to responsible "man on the way." Theistic and non-theistic existentialists considered will be Kierkegaard, Dostoevsky, Husserl, Heidegger, Sartre, Camus, Marcel, Buber, Whitehead and Hartshorne. **5 hours**

211. Law and Society. (1, 2) An examination of the phenomenon of law and its relation to society. The course will consider problems in the philosophy of law such as the nature of law and the relation of law and morality and relate these theoretical problems to concrete legal issues such as free speech, civil disobedience, and military justice. **5 hours**

212. Meaning in History. (2) A critical study of the various attempts by social scientists, philosophers and historians to find what the pattern of the past has been, elaborate an explanatory model or schema of social growth and decay, and assign a purpose, and justificatory value to history. **5 hours**

213. The Middle Ages. (1) A general introduction to the period, stressing cultural and social history. There will be wide use made of films, tapes, readings, and dramatizations. **5 hours**

214. Human Ecology. (2, 3) An introduction to the basic principles of biological and sociological ecology and an examination of the modern concept of the ecosystem with emphasis on man's place in it. Pollution and population problems will be major concerns and the Cuyahoga River Basin will serve for purposes of demonstration. **5 hours**

215. Introduction to Analytical Methods for a Social Science: Economics. (2, 3) The course will introduce the basic mathematical and graphical techniques used in economic analysis. These techniques will be of a general nature so that they may be extended, at least in part, to other social sciences, i.e., sociology and psychology. No prerequisites, but students with strong background in mathematics and/or economics will be asked to study more advanced topics. **5 hours**

316. Science in 20th Century British and American Fiction. (1, 3) The "new physics" of the 20th century — the theory of relativity and the development of quantum mechanics, including the "uncertainty principle"—has transformed our view of the physical universe. After briefly examining this philosophical upheaval in the realm of the scientist, the course will examine the effect it has had on a very different kind of man — the modern novelist, who seemingly has had more interest in man's moral climate than his physical one. The scientific influence can be seen, however, not only in writers who deal directly with technology, such as Huxley and C.P. Snow, but also in the works of such writers as Lawrence Durrell, Virginia Woolf, and Vladimir Nabokov. No specific knowledge of either science or literature will be assumed. **5 hours**

317. The Idea of the World and Modern Physics. (1, 3) The course focuses on some of the more important philosophical implications of contemporary physics. To bring these implications to light, it is necessary to examine (in general and philosophical terms) the transformation from classical to present-day physics. A key problem in the course is the relation between chance and order in the physical world. The broader meaning of the physicist's understanding of this relation, not only for the sciences, but for human life and society as well, will be examined. A background in one of the sciences, preferably physics, or in philosophy is recommended. **5 hours**

REPORT OF THE AREA OF CONCENTRATION COMMITTEE

The following areas of concentration have been approved for the students indicated based upon their proposals which include a) a statement of the student's educational aims, b) a list of courses, and c) a justification of the plan.

Area of Concentration	Student	Year	Advisor	Date Approved
Russian and German	Betty-Jane Novicky	Senior	Adams	11-25-69
Psychobiology	Larry Alexander	Senior	J. Miller	11-25-69
Psychobiology	Edward Little	Senior	Barrow	11-25-69
American Studies	Steve Matthews	Senior	Parker	3-17-69
Classical Humanities	Aimee Zele	Sophomore	Parks	3-17-70
Speech-Communication	Jacqueline Karch	Sophomore	Leonard	4-2-70
Speech-Communication	Louise Howells	Junior	Leonard	4-2-70
Socio-Political Media	Daryl Keiser	Sophomore	Leonard	6-4-70
Socio-Political Media	Greg Uhrin	Sophomore	Leonard	6-4-70
Fine Arts for Children	Mary Jo Edmondson	Junior	Langdon	6-4-70
Foreign Languages	Joanne Bokun	Junior	Adams	6-4-70

APPROVED ACTIVITY UNITS

October, 1970

All activity units carry one hour credit and are graded credit or no-credit.

Music Activity Units (entrance to all by audition or permission)

103 Concert Choir
105 Orchestra
107 Band
117 Class Piano I
118 Class Piano II
119 Class Piano III
231 Woodwind Ensamble
232 Brass Ensamble
233 String Ensamble
234 Chamber Singers
235 Handbells
236 Recorders
237 Jazz Ensamble
238 Piano Ensamble

Speech Activity Units

010 Theatre Production
218 Intercollegiate Debate

Women's Physical Education Activity Units

73 Tennis
08 Badminton
05 Archery
68 Swimming
45 Modern Dance
37 Gymnastics
20 Camping
28 Folk and Square Dance
43 Horsemanship
50 Senior Life Saving
23 Canoeing
73 Tennis
90 Volleyball (Int. and Adv.)

Men's Physical Education Activity Units

08 Badminton
23 Canoeing
63 Squash
73 Tennis
45 Modern Dance
68 Beg. and Int. Swimming
28 Folk and Square Dance
43 Horsemanship
05 Archery
35 Golf
50 Senior Life Saving
15 Bowling
85 Varsity football
83 Varsity cross country
88 Varsity soccer

Other Activity Units

010 Twentieth Century Newsletter
011 Hiram Advance
012 The Lantern
013 Hiram College Literary Magazine
014 Physics Newsletter
020 Off-campus Tutoring
081 Independent Activities
    Voter Service and Education via League of Women Voters
    Salvage Art and Repair
    French Conversation
    Hiram Volunteer Fire Department
    The Cell
    Religious School Assisting
    Hiram Christian Church Youth Education
    Cub Scout Assistant Leaders
    Draft Counseling Service
    WHRM Radio Station
    German Discussion
021 On-campus Tutoring
025 Physical Therapists for Larlham Foundation
041 Cheerleading
044 Karate
070 Political Campaign Work

APPENDIX 12

STUDENT COURSE EVALUATION REPORTS AND TABLES

A. Evaluation of the 1969 Freshman Institute
B. Evaluation of the Fall 1969 Courses -- Especially the New Curriculum Courses
C. "Evaluation Given New Curriculum," by Bill Parker THE ADVANCE, February 24, 1970
D. All Colloquium II's, Winter and Spring 1969-70, All Professors
E. Twentieth Century Course, Winter 1969-70
F. All Traditional Courses, Winter 1969-70
G. All Traditional Courses, Winter 1969-70, Freshmen Only
H. Twentieth Century Course, Spring 1969-70
I. Traditional Courses, Spring 1969-70, Only Professors returning to Hiram
J. Traditional Courses, Spring 1969-70, Only Professors returning to Hiram, Freshmen Only
K. Freshman Institute, Fall 1970
L. Discussion of the Problems of Comparing the Fall, Winter and Spring Course Evaluations

STUDENTS' EVALUATION OF THE 1969 HIRAM COLLEGE FRESHMAN INSTITUTE

George A. Morgan

Introduction

The following materials constitute a preliminary evaluation of the Freshman Institute held September 14-15, 1969. The attached data are the responses of an essentially random sample of the students attending the Institute. On the last day of the Institute all of the 346 students were asked to fill out a three page evaluation form; 287 (83 %) returned the forms. After dividing the forms by the student's sex, every sixth one was chosen to be included in the sample upon which this report is based. This produced a sample of 49 evaluations, 25 from male and 24 from female freshmen.

There are two parts to the report. Part I is the summary of the students' responses to the objective questions about the various specific aspects of the Institute. The results are presented in a table which gives totals for the whole sample as well as a breakdown by sex and by the students' high school rank in class. Part II is the verbatim responses of the students in the sample to each of the three main open-ended questions: one about the extent to which objectives were met, another about what was learned by the student, and a final summary question about whether the Institute should be continued as the way to start students' education at Hiram College.

Summary

This summary pertains specifically to the responses of the 49 students in this random sample. However, it is my observation that there is substantial congruence of these findings with the responses of the other students and also with the faculty evaluations of the Institute.

I think there is no doubt that the students viewed the Institute as a good way to start college. Only two out of the 49 responded even partially negatively to the final question, about whether the Institute should be repeated next year. More than half expressed considerable enthusiasm or even apparent dismay that the question was asked.

Analysis of the other open-ended questions indicate that, in general, students felt the Institute's objectives were met, but they had been given too much work or not enough time to do it well. There were more than three times as many positive comments as negative ones to the question about meeting objectives. Many Freshmen felt that they learned to communicate at least a little better, but even more of them felt that what they learned was in the personal and social area, e.g., adjusting to college, meeting new people, making friends, understanding themselves, etc.

Responses to the objective questions about the specific parts of the Institute indicated mixed reactions to several parts and the absence of a general halo effect. There was a substantial self-acknowledged lack of preparation in terms of having done the assigned reading, e.g., about half of the students had not finished the assignments in each book. Apparently, this was due in large part to their feeling that the books were only moderately valuable to them. In general, the students as a group were rather ambivalent about the value of the lectures, discussions, speeches and mini-lab. However, they felt the writing workshops were quite helpful. The commercial films and the making of the 8mm movie were rated as very interesting to the freshmen, but in both cases these features were not rated as highly in terms of their value to the student. Apparently the objectives of the Institute with regard to these features of the Institute were not entirely clear to the students.

The females tended to find the various aspects of the Institute more valuable and interesting than did the males. The better students (in terms of high school performance) tended to do more of the reading and to value it more highly. They also tended to be more interested in and to value more highly the other more traditional aspects of the program, e.g., lectures and writing workshops. There were no consistent differences between the "better" and "poorer" students with respect to the other parts of the Institute. However, our ratings of the responses to the summary question indicate that although all subgroups felt the Institute should definitely be repeated, the "better" students were somewhat more favorable in their comments.

Finally, the Freshmen rated the Institute quite highly as a valuable orientation to the College, the curriculum, the faculty and the other students. In addition to these high objective ratings, many of the comments indicated that students viewed the Institute as an excellent academic introduction to college.

PART I. OBJECTIVE QUESTIONS

There were two types of objective questions. First, students were asked to check certain categories which provide frequency distributions or numbers of students in each category. Second, the Freshmen were asked to rate the parts of the Institute.

Sex	MALES			FEMALES			
High School Rank in Class	Top ¼	Bottom 3/4	All Males	Top ¼	Bottom 3/4	All Females	Both Sexes
Number of Students	12	11	24*	18	7	25	49
Frequency Distribution -- Extent of the Students' Reading							
Hard Times							
All	9	3	13	13	4	17	30
Most	1	2	3	4	2	6	9
Less than ½	2	6	8	1	1	2	10
Modes of Argument							
More than assigned	1	2	3	4	1	5	8
All of assigned	5	1	7	7	1	8	15
Most of assigned	4	3	7	6	4	10	17
Less than ½	2	5	7	1	1	2	9
Style							
More than assigned	1	1	2	4	1	5	7
All of assigned	5	3	9	11	0	11	20
Most of assigned	1	0	1	2	1	3	4
Less than ½	4	7	11	1	5	6	17

Mean Ratings of the Parts of the Institute

All ratings were made on a five point scale from 1, very low, to 5, very high value or interest. A mean rating of 3.00 would indicate that the students were neutral about the value or interest to them of that aspect of the Institute.

	MALES			FEMALES			
	Top ¼	Bottom 3/4	All Males	Top ¼	Bottom 3/4	All Females	Both Sexes
IIA. Value of Reading							
Hard Times	3.73	2.18	2.96	3.33	3.20	3.30	3.13
Modes of Argument	2.66	3.18	2.83	2.95	2.80	2.90	2.86
Style	3.33	3.09	3.12	3.82	2.60	3.40	3.26
B. Lectures							
Value	3.33	2.46	2.88	3.50	3.16	3.42	3.14
Interest	3.33	2.90	3.08	3.22	3.42	3.28	3.18
C. Writing Workshops							
Value	4.00	3.54	3.75	3.95	3.57	3.84	3.80
D. Commercial Films							
Value	3.91	3.09	3.50	3.77	3.00	3.58	3.54
Interest	4.75	3.63	4.25	4.17	3.83	4.20	4.23
E. Discussions							
Value	3.08	3.63	3.34	2.88	2.82	2.87	3.10
Interest	3.41	3.21	3.29	3.11	3.66	3.25	3.27

		Mean Top ¼	Mean Bottom 3/4	Mean Males	Mean Top ¼	Mean Bottom 3/4	Mean Females	Mean Both Sexes
F.	Class Speeches							
	Value	3.41	2.18	2.79	2.44	3.14	2.64	2.72
G.	8mm Film Making							
	Value	3.50	3.27	3.42	3.72	4.42	3.92	3.68
	Interest	4.25	4.16	4.21	4.61	4.57	4.60	4.41
H.	Mini Lab							
	Value	2.66	3.36	3.04	3.55	3.28	3.48	3.27
	Help getting to know people	3.58	3.81	3.70	3.61	3.42	3.59	3.65
IV.	Value of the Institute in Orienting Students to:							
	The Faculty	3.83	3.72	3.90	3.72	3.71	3.72	3.82
	The Freshmen	4.08	4.00	4.04	4.00	3.28	3.88	3.96
	The New Curriculum	4.08	4.00	3.95	4.33	3.83	4.20	4.10
	The College	4.25	3.92	4.08	4.27	3.83	4.17	4.13
	Rating of Students' Summary Statement	4.67	4.09	4.29	4.50	4.28	4.45	4.37

*One male student in the sample did not indicate where he ranked in his high school class. His responses are thus included only in the totals.

Students' Evaluations of the Fall 1969 Hiram College Courses--Especially the New Curriculum Courses

George A. Morgan

During the last week of fall quarter classes an attempt was made to obtain student evaluations in all courses. Rather good samples were obtained for the two types of new curriculum freshman courses, i.e., 87% response for the Twentieth Century and Its Roots course and 85% for the 30 Freshman Colloquia. The student administered (SEAC) evaluation included 80% of all traditional courses and 66% of the students in those courses. Better publicity and preparation should make it possible to include a larger percentage of courses and students in the future. Nevertheless, almost all large, lower-level courses were evaluated.

The evaluation forms used in the three types of courses (20th Century, Colloquia, and traditional) were purposely designed to provide a common base of information which would allow comparisons between the programs. There were additional questions on the new curriculum evaluations dealing with specific aspects of those programs.

Table 1 provides a comparison of the students' ratings of their overall satisfaction with the various types of courses. Except for the 20th Century course, the ratings are a composite of a number of individual courses. You will notice that students in traditional courses have been separated into two columns,

Table 1. Overall Satisfaction

Rating	New Curriculum		Traditional Courses	
	Colloquia	20th C.	Freshmen	Upperclassmen
6 Very satisfied	33%	8%	22%	21%
5 Satisfied	32	34	37	34
4 Fairly satisfied	13	35	21	24
3 Somewhat dissatisfied	12	13	12	11
2 Dissatisfied	5	7	4	6
1 Very dissatisfied	4	2	3	4
Average rating	4.6	4.2	4.5	4.4

the freshmen in one and the sophomores, juniors and seniors in the other. This enables one to compare how freshmen reacted to all three of their courses and to compare this with upperclass satisfaction.

Several interesting things can be seen from Table 1. First, in each of the three freshman courses and in the upperclass courses, about 80% of the students said that they were at least fairly satisfied. Only a very small percentage said that they were very dissatisfied. The average ratings also appear to indicate general student satisfaction with their courses.

Second, all four average ratings are quite similar. The Colloquia were rated slightly higher and the 20th Century slightly lower than the traditional courses. The main difference between the types of courses is that a larger percentage (33%) of the Colloquium students said they were very satisfied than was true of the other types of courses.

Several other tables are appended to this report for the inspection of those who like to see the data as well as hear the interpretation. Table 2a is a student description of the courses indicating what components they feel are important or characteristic. As might be expected, informal and formal lectures, reading, exams and discussions, in that order, are the main characteristics of traditional courses. In traditional courses discussions, oral reports, term papers and conferences with professors are more common for upperclassmen than for freshmen with exams and quizzes less common. Also, as expected, discussions, short papers, readings and conferences are very characteristic of Colloquia. The relatively high percentage of freshmen checking "interaction among students outside of class" as characteristic of the 20th Century and the Colloquia was hoped for, but not altogether expected result of the new curriculum. It is gratifying to see that across the board relatively high percentages of students say they have personal outside of class contact with their professors and/or other students.

Table 2b provides the students' ratings of each course component. Most of the average ratings are moderately favorable, i.e., they are consistently somewhat above the 3.0 theoretical "average". In general, informal class sessions and conferences with professors are rated somewhat higher than the more formal aspects of class, such as lectures and exams. The reading assignments for most courses are considered quite good.

The first part of Table 3 indicates that students think the traditional courses are somewhat more demanding and difficult than the Colloquia and 20th Century. This is is especially true for freshmen in their elective course. However, the differences are not large, and it is interesting to note that students thought they learned more in the Colloquia than in the other courses.

Some of the highest and lowest ratings are found in the part of Table 3 which presents student ratings of the professors. In general, Hiram professors are rated quite highly, especially with regard to their competence, fairness and interest in students. They are not considered to be as successful in getting students interested and making learning active. I think it is important to point out that the professors of the Colloquia were rated consistently higher than professors in traditional courses.

Table 4, which refers to the goals of the Colloquia, indicates that students feel that there was substantial attention given to each of these goals. Relatively more attention was given to the intellectual topic and less to advising. The Colloquia were apparently most successful in helping students explore the designated topic and less effective with respect to developing oral communication and personal advising. It is gratifying to see that the important, but difficult to deal with, goal of developing humane, moral and aesthetic sensitivity received moderately high ratings.

Table 5 has to do with special aspects of the 20th Century course. The unit on racialism was rated quite highly with the other three units (science and society, alientation and industrialism) rated positively, but somewhat lower. Most freshmen feel that their understanding of contemporary society and issues has increased, at least somewhat. They also endorsed the newsletter and think it should include more information and analysis of speakers, but do not especially feel it needs to be larger or published more frequently.

In general, the ratings are probably somewhat higher than they would have been if all students had completed evaluations. It is likely that most of those who cut class or did not turn in the questionnaire would be neutral or negative toward the course. Since we obtained questionnaires from a much higher percentage of students in the new curriculum courses (due to a follow-up) it would seem that the averages are more accurate for them. Considering this, I think that the new courses, especially the Colloquia, compared very favorably with the traditional ones.

I think a few additional comments about the first quarter ratings for the 20th Century course, need to be made. In absolute terms the ratings were favorable. However, they were about the same as those for most of our larger, lower-level courses. Many people had hoped that the 20th Century would be more than just well received. They felt that, like the Colloquia, this was a program that should really excite the intellectual imagination of freshmen. First quarter ratings were no doubt lower because the course is large, required of everyone, and still had some administrative kinks. Probably the most important factor, though, was the initial feeling of anxiety and frustration produced by the unusually large amount of responsibilty thrust upon the freshmen by this course. Many student comments emphasized the difficulty of adjustment from high school courses, but quite a few also said they felt that they have now overcome the shock and matured greatly. Some people have suggested that the 20th Century requires too much independence of freshmen. However, if a college can accelerate students' acceptance of responsibility for their own education without many casualties, there will be postive implications far beyond the evaluation ratings for that quarter. I think this fall's 20th Century may be a good example of such a situation.

In conclusion, these evaluations provide us with an interim look at the new curriculum courses and, for the first time, give us a comprehensive student analysis of how our courses are received. The response to the traditional as well as the new courses was generally quite favorable.

Table 2a Percentage of Students Checking Various Components as Characteristic of the Course

		New Curriculum		Traditional Courses	
		Colloquia	20th C.[1]	Freshmen	Upperclassmen
1.	Formal lectures	32%	99%	65%	70%
2.	Modified lectures (recitation)	61	52	79	79
3.	Class discussions	89	99	52	70
4.	Oral presentations by students	58	27	10	26
5.	Laboratory or studio work	14	—	21	23
6.	Field trips	48	4	4	13
7.	Films and/or tapes	27	99	28	22
8.	Examinations	3	—	77	66
9.	Quizzes	5	3	31	23
10.	Readings	77	98	71	77
11.	Term papers and/or projects	60	10	18	39
12.	Shorter papers	77	99	38	32
13.	Daily assignments	23	—	58	40
14.	Conferences with professor	75	49	34	41
15.	Stud. interaction outside class	40	52	29	34

---

[1] The 20th Century questionnaire was worded somewhat differently from the SEAC and Colloquia ones. Students were not asked whether the common components (lectures, discussions, films, papers and readings) of the 20th Century were characteristic. They were just asked to rate them. Thus, in table 2a these are all nearly 100%.

Table 2b Average Ratings of the Components[2]

		New Curriculum		Traditional Courses	
		Colloquia	20th C.	Freshmen	Upperclassmen
1.	Formal lectures	3.4	3.4	3.7	3.5
2.	Modified lectures (recitation)	3.8	3.5	3.8	3.7
3.	Class discussions	3.9	3.6	3.3	3.5
4.	Oral presentations by students	3.4	3.3	(3.6)	3.4
5.	Laboratory or studio work	(3.8)	—	4.0	3.6
6.	Field trips	4.2	(3.5)	(2.8)	(3.6)
7.	Films and/or tapes	3.8	3.7	3.2	3.4
8.	Examinations	(2.6)	—	3.4	3.4
9.	Quizzes	(2.6)	(2.6)	3.6	3.1
10.	Readings	4.0	3.3	3.9	3.8
11.	Term papers and/or projects	3.8	(3.5)	(3.5)	3.7
12.	Shorter papers	3.6	3.4	3.5	3.4
13.	Daily assignments	3.7	—	3.7	3.5
14.	Conferences with professor	3.9	3.9	3.9	4.1
15.	Stud. interaction outside class	3.6	3.7	3.5	3.7

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[2] All ratings are on a 5 point scale with 5 being high. Ratings of components checked as characteristic by less than 20% of the students are in parentheses to indicate that care should be taken in interpreting them.

Table 3 Average Ratings of Other Aspects of the Courses

		New Curriculum		Traditional Courses	
		Colloquia	20th C.	Freshmen	Upperclassmen
DIFFICULTY LEVEL & WORK					
A.	Amount of assigned work	3.4	3.3	3.7	3.5
B.	Difficulty of work	3.2	3.2	3.5	3.4
C.	Toughness of grading	3.0	3.2	3.3	3.3
D.	Hours spent/week	9.0 hrs	9.5 hrs	12.0 hrs	10.5 hrs
RATINGS OF THE PROFESSOR					
A.	Presents material clearly	4.0	—	3.8	3.8
B.	Gets students interested	3.7	—	3.5	3.5
C.	Makes learning active	3.7	—	3.1	3.4
D.	Organizes & relates material	4.1	—	4.1	4.1
E.	Evaluates fairly	4.3	—	3.9	3.8
F.	Personally interested in students	4.3	—	3.9	4.0
AMOUNT LEARNED		3.8	3.5	3.7	3.7

Table 4 Rating of (A) the Amount of Attention to and (B) the Success of the Colloquia in Meeting Their Stated Goals

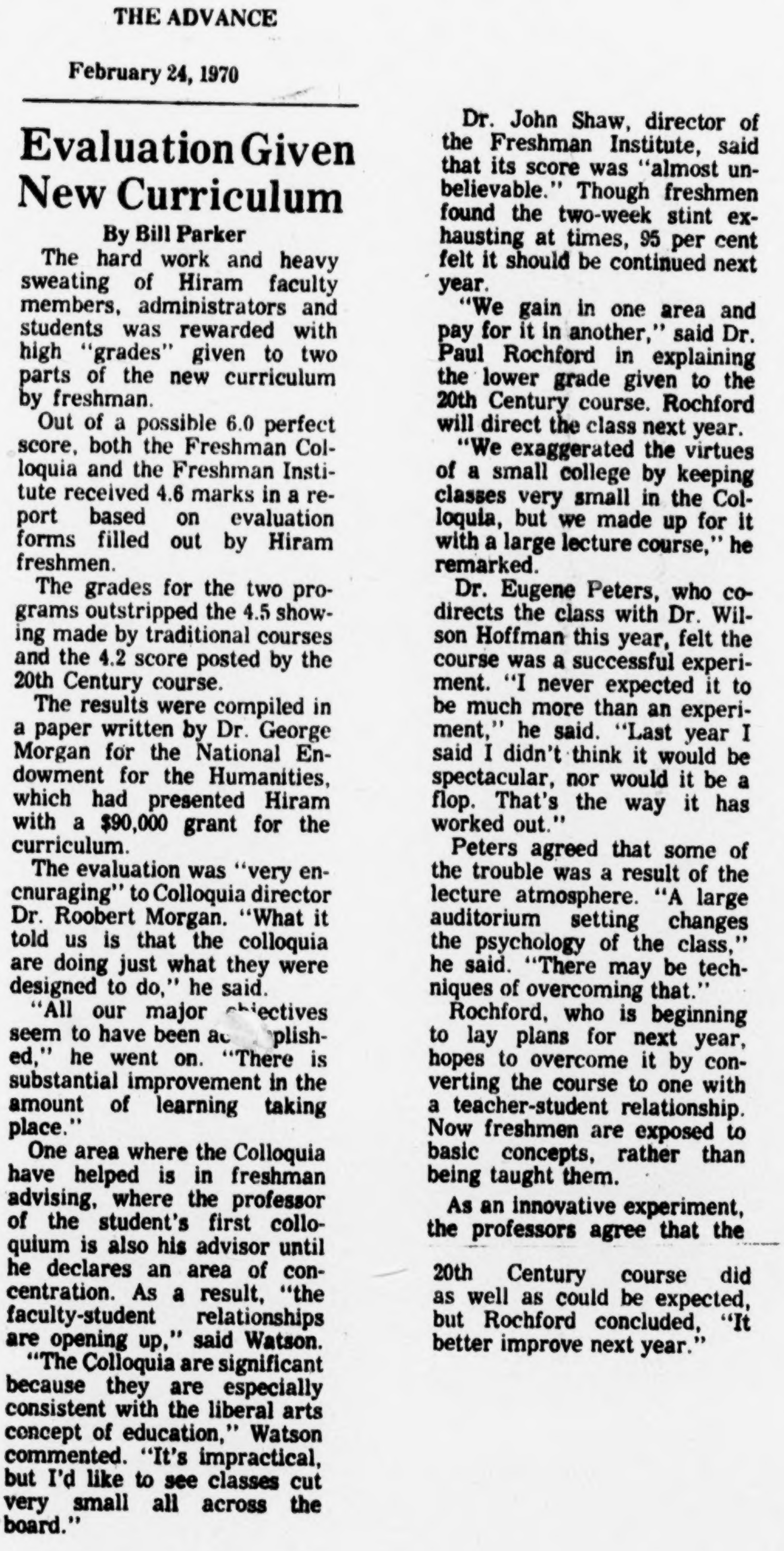
	% Rating Very High	% Rating Ave. or Above	Average Rating
A. AMOUNT OF ATTENTION TO			
1. Intellectual topics (content)	30	94	3.9
2a. Written communication	21	88	3.7
2b. Oral communication	29	87	3.7
3a. Academic advising	20	86	3.5
3b. Personal advising	17	78	3.4
4. Humane, moral & aesthetic concerns	30	86	3.7
B. SUCCESS OR HELPFULNESS TO STUDENT			
1. In exploring the topics	29	90	3.9
2a. In developing written communication	16	82	3.4
2b. In developing oral communication	11	77	3.2
3a. With academic advising	14	82	3.4
3b. With personal advising	13	75	3.2
4. In developing humane & aesthetic sensitivity	19	80	3.5

Table 5 Ratings of Specific Aspects of the 20th Century Course

	% Rating Very High	% Rating Ave. or Above	Average Rating
VALUE OF UNITS OF THE COURSE			
A. Alienation	10	81	3.3
B. Racialism	27	91	3.8
C. Industrialism	7	81	3.2
D. Science & Society	15	80	3.4
INCREASE IN UNDERSTANDING OF CONTEMPORARY SOCIETY & ISSUES	14	88	3.5

QUESTIONS ABOUT THE NEWSLETTER	%Yes	%No
A. Should it be continued?	84	13
B. Should it be published more frequently?	52	40
C. Should it be enlarged?	55	36
D. Should it include more news about the course?	84	10

An article from Student Newspaper about the Curriculum Evaluation



THE ADVANCE

February 24, 1970

Evaluation Given New Curriculum

By Bill Parker

The hard work and heavy sweating of Hiram faculty members, administrators and students was rewarded with high "grades" given to two parts of the new curriculum by freshman.

Out of a possible 6.0 perfect score, both the Freshman Colloquia and the Freshman Institute received 4.6 marks in a report based on evaluation forms filled out by Hiram freshmen.

The grades for the two programs outstripped the 4.5 showing made by traditional courses and the 4.2 score posted by the 20th Century course.

The results were compiled in a paper written by Dr. George Morgan for the National Endowment for the Humanities, which had presented Hiram with a $90,000 grant for the curriculum.

The evaluation was "very encnuraging" to Colloquia director Dr. Roobert Morgan. "What it told us is that the colloquia are doing just what they were designed to do," he said.

"All our major objectives seem to have been accomplished," he went on. "There is substantial improvement in the amount of learning taking place."

One area where the Colloquia have helped is in freshman advising, where the professor of the student's first colloquium is also his advisor until he declares an area of concentration. As a result, "the faculty-student relationships are opening up," said Watson.

"The Colloquia are significant because they are especially consistent with the liberal arts concept of education," Watson commented. "It's impractical, but I'd like to see classes cut very small all across the board."

Dr. John Shaw, director of the Freshman Institute, said that its score was "almost unbelievable." Though freshmen found the two-week stint exhausting at times, 95 per cent felt it should be continued next year.

"We gain in one area and pay for it in another," said Dr. Paul Rochford in explaining the lower grade given to the 20th Century course. Rochford will direct the class next year.

"We exaggerated the virtues of a small college by keeping classes very small in the Colloquia, but we made up for it with a large lecture course," he remarked.

Dr. Eugene Peters, who codirects the class with Dr. Wilson Hoffman this year, felt the course was a successful experiment. "I never expected it to be much more than an experiment," he said. "Last year I said I didn't think it would be spectacular, nor would it be a flop. That's the way it has worked out."

Peters agreed that some of the trouble was a result of the lecture atmosphere. "A large auditorium setting changes the psychology of the class," he said. "There may be techniques of overcoming that."

Rochford, who is beginning to lay plans for next year, hopes to overcome it by converting the course to one with a teacher-student relationship. Now freshmen are exposed to basic concepts, rather than being taught them.

As an innovative experiment, the professors agree that the 20th Century course did as well as could be expected, but Rochford concluded, "It better improve next year."

Course ALL COLLOQUIUM II's Professor ALL PROFESSORS
Enrollment 346 Number of Evaluations 259 Percentage 75

March & June 1970	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. Formal lectures	41	18	77	3.4
2. Modified lectures	77	19	86	3.6
3. Class discussions	95	28	86	3.8
4. Oral presentations by students	76	20	84	3.5
5. Laboratory work by students	26	37	85	3.8
6. Field trips	30	38	78	3.6
7. Films and/or tapes	39	27	86	3.7
8. Examinations	6	25	88	3.3
9. Quizzes	7	6	44	2.6
10. Readings	94	41	92	4.0
11. Term papers and/or projects	61	22	94	3.7
12. Shorter papers	83	15	86	3.5
13. Daily assignments	60	12	77	3.3
14. Conferences with professor	72	21	80	3.4
15. Student interaction outside class	69	12	66	3.0
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	100	8	88	3.3
B. Difficulty of work	100	4	82	3.1
C. Toughness of grading	89	3	80	3.0
D. Hours spent/week	99	1	23	9.0 hrs.
RATINGS OF THE PROFESSOR				
A. Presents material clearly	99	33	91	3.9
B. Gets students interested	99	30	85	3.7
C. Makes learning active	99	25	83	3.5
D. Organizes & relates material	99	42	94	4.2
E. Evaluates fairly	98	35	95	4.0
F. Personally interested in students	99	39	89	4.0
AMOUNT LEARNED	98	25	89	3.8

OVERALL SATISFACTION		% for each rating
6	Very satisfied	23
5	Satisfied	37
4	Fairly satisfied	19
3	Somewhat dissatisfied	11
2	Dissatisfied	7
1	Very dissatisfied	3
Average Rating	(6 point scale)	4.5

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders. Only the percent responding is shown for items which were rated by fewer than 50% of those who turned in evaluations.

TWENTIETH CENTURY COURSE
Winter 1969-70

Enrollment -- 350
% Response -- 62%

	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. The lectures	99	12	88	3.5
2. The films	98	16	93	3.7
3. The panels	99	8	73	3.1
4. The discussion group discussions	99	20	83	3.5
5. The papers	98	11	80	3.3
6. The readings	99	8	67	3.0
7. The newsletter	97	3	56	2.6
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	99	2	82	3.0
B. Difficulty of work	99	1	83	3.0
C. Toughness of grading	98	2	83	3.0
D. Hours spent/week	99	0	19	9.0 hrs.
AMOUNT LEARNED	99	13	87	3.4

OVERALL SATISFACTION		% for each rating
6	Very satisfied	8
5	Satisfied	32
4	Fairly satisfied	33
3	Somewhat dissatisfied	20
2	Dissatisfied	6
1	Very dissatisfied	1
Average Rating	(6 point scale)	4.1

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders.

Course ALL TRADITIONAL COURSES **Professor** ALL PROFESSORS
Enrollment 2260 **Number of Evaluations** 1603 **Percentage** 71
March 1970

	Percent Response	**% Rating very high**	**% Rating ave. or above**	**Average Rating**
COMPONENTS OF THE COURSE				
1. Formal lectures	80	25	81	3.5
2. Modified lectures	80	22	83	3.5
3. Class discussions	76	19	76	3.3
4. Oral presentations by students	36	17	75	3.3
5. Laboratory work by students	28	30	82	3.6
6. Field trips	11	30	69	3.2
7. Films and/or tapes	37	28	84	3.6
8. Examinations	85	15	82	3.4
9. Quizzes	32	9	69	3.0
10. Readings	92	29	88	3.8
11. Term papers and/or projects	40	28	89	3.8
12. Shorter papers	29	17	79	3.3
13. Daily assignments	61	16	86	3.4
14. Conferences with professor	64	30	85	3.7
15. Student interaction outside class	69	17	77	3.3
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	98	15	88	3.5
B. Difficulty of work	98	10	85	3.3
C. Toughness of grading	92	9	89	3.4
D. Hours spent/week	97	3	41	10.5 hrs.
RATINGS OF THE PROFESSOR				
A. Presents material clearly	99	34	86	3.8
B. Gets students interested	99	28	81	3.6
C. Makes learning active	98	25	74	3.4
D. Organizes & relates material	99	45	89	4.0
E. Evaluates fairly	96	31	90	3.8
F. Personally interested in students	98	44	87	3.9
AMOUNT LEARNED	99	26	88	3.7

OVERALL SATISFACTION		**% for each rating**
6	Very satisfied	24
5	Satisfied	34
4	Fairly satisfied	20
3	Somewhat dissatisfied	12
2	Dissatisfied	5
1	Very dissatisfied	5
Average Rating	(6 point scale)	4.5

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders.

Freshmen Only
Course All Traditional Courses Professor All Professors
Enrollment c 500 Number of Evaluations 316 Percentage c 65%
March, 1970

	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. Formal lectures	69	29	86	3.66
2. Modified lectures	73	27	87	3.64
3. Class discussions	65	20	72	3.27
4. Oral presentations by students	29			(3.26)
5. Laboratory work by students	28			(3.60)
6. Field trips	9			(3.04)
7. Films and/or tapes	29			(3.51)
8. Examinations	91	17	84	3.45
9. Quizzes	43			(3.39)
10. Readings	87	29	91	3.83
11. Term papers and/or projects	22			(3.39)
12. Shorter papers	23			(3.58)
13. Daily assignments	66	24	89	3.75
14. Conferences with professor	51	25	82	3.48
15. Student interaction outside class	58	14	76	3.14
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	99	13	89	3.45
B. Difficulty of work	99	8	86	3.36
C. Toughness of grading	95	11	87	3.44
D. Hours spent/week	99			11.0 hrs.
RATINGS OF THE PROFESSOR				
A. Presents material clearly	99	34	87	3.81
B. Gets students interested	99	23	80	3.49
C. Makes learning active	99	17	70	3.20
D. Organizes & relates material	100	43	88	3.99
E. Evaluates fairly	97	25	87	3.74
F. Personally interested in students	99	37	83	3.78
AMOUNT LEARNED	99	25	88	3.79

OVERALL SATISFACTION		% for each rating
6	Very satisfied	23
5	Satisfied	33
4	Fairly satisfied	24
3	Somewhat dissatisfied	12
2	Dissatisfied	3
1	Very dissatisfied	4
Average Rating	(6 point scale)	4.49

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders. Only the percent responding and average rating (in parenthesis) are shown for items which were rated by fewer than 50% of those who turned in evaluations.

TWENTIETH CENTURY COURSE

Spring 1969-70

Enrollment—332
% Response—71%

	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. The Lectures	100	8	79	3.1
2. The Films	100	3	75	3.0
3. The Panels	94	1	52	2.6
4. The Discussion group discussions	100	12	83	3.5
5. The Papers	100	7	80	3.2
6. The Readings	99	7	64	2.9
7. The Newsletter	99	6	55	2.6
DIFFICULTY LEVEL AND WORK				
A. Amount of assigned work	100	1	66	2.7
B. Difficulty of work	100	0	64	2.7
C. Toughness of grading	99	2	67	2.8
D. Hours spent / week	100	0	13	8.0 hrs.
AMOUNT LEARNED	100	10	82	3.3

OVERALL SATISFACTION	% for each rating
6 Very satisfied	7
5 Satisfied	29
4 Fairly satisfied	27
3 Somewhat dissatisfied	24
2 Dissatisfied	11
1 Very dissatisfied	3
Average Rating (6 point scale)	3.9

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's, and 5's among responders.

Course Traditional (over 10 students) Professor Those returning to Hiram
Enrollment 1200 Number of Evaluations 753 Percentage 63

June 1970

	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. Formal lectures	87	27	92	3.8
2. Modified lectures	77	23	89	3.7
3. Class discussions	71	17	80	3.4
4. Oral presentations by students	24	15	71	3.2
5. Laboratory work by students	28	29	86	3.7
6. Field trips	17	37	82	3.6
7. Films and/or tapes	39	21	84	3.6
8. Examinations	88	16	88	3.5
9. Quizzes	32	12	80	3.2
10. Readings	91	31	90	3.8
11. Term papers and/or projects	40	26	91	3.8
12. Shorter papers	37	14	83	3.4
13. Daily assignments	60	18	91	3.6
14. Conferences with professor	63	26	88	3.7
15. Student interaction outside class	64	17	80	3.3
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	98	14	93	3.6
B. Difficulty of work	98	11	91	3.5
C. Toughness of grading	93	10	93	3.4
D. Hours spent/week	98	4	47	11.0 hrs.
RATINGS OF THE PROFESSOR				
A. Presents material clearly	99	28	92	3.9
B. Gets students interested	99	25	89	3.7
C. Makes learning active	99	21	84	3.5
D. Organizes & relates material	98	47	95	4.2
E. Evaluates fairly	97	31	94	3.9
F. Personally interested in students	98	44	93	4.1
AMOUNT LEARNED	99	26	93	3.8

OVERALL SATISFACTION		% for each rating
6	Very satisfied	23
5	Satisfied	41
4	Fairly satisfied	20
3	Somewhat dissatisfied	11
2	Dissatisfied	3
1	Very dissatisfied	1
Average Rating	(6 point scale)	4.6

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders. Only the percent responding is shown for items which were rated by fewer than 50% of those who turned in evaluations.

Freshmen Only
Course Traditional (over 10 students) Professor Those returning to Hiram
Enrollment unknown Number of Evaluations 239 Percentage >50%
June, 1970

	Percent Response	% Rating very high	% Rating ave. or above	Average Rating
COMPONENTS OF THE COURSE				
1. Formal lectures	85	36	94	4.03
2. Modified lectures	76	28	90	3.80
3. Class discussions	62	21	81	3.44
4. Oral presentations by students	15			(3.03)
5. Laboratory work by students	32			(3.78)
6. Field trips	18			(3.33)
7. Films and/or tapes	38			(3.48)
8. Examinations	91	15	90	3.50
9. Quizzes	40			(3.24)
10. Readings	90	29	91	3.81
11. Term papers and/or projects	28			(3.80)
12. Shorter papers	30			(3.28)
13. Daily assignments	63	25	95	3.81
14. Conferences with professor	57	23	89	3.55
15. Student interaction outside class	59	15	76	3.13
DIFFICULTY LEVEL & WORK				
A. Amount of assigned work	98	17	95	3.65
B. Difficulty of work	98	13	89	3.59
C. Toughness of grading	92	10	88	3.45
D. Hours spent/week	98			12.5 hrs.
RATINGS OF THE PROFESSOR				
A. Presents material clearly	99	23	90	3.77
B. Gets students interested	99	21	87	3.65
C. Makes learning active	98	18	83	3.48
D. Organizes & relates material	98	46	95	4.27
E. Evaluates fairly	97	34	96	3.97
F. Personally interested in students	98	40	93	4.05
AMOUNT LEARNED	100	34	94	4.05

OVERALL SATISFACTION		% for each rating
6	Very satisfied	26
5	Satisfied	44
4	Fairly satisfied	15
3	Somewhat dissatisfied	11
2	Dissatisfied	2
1	Very dissatisfied	1
Average Rating	(6 point scale)	4.77

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's and 5's among responders. Only the percent responding and average rating (in parenthesis) are shown for items which were rated by fewer than 50% of those who turned in evaluations.

FRESHMAN INSTITUTE EVALUATION
Fall 1970-71

Enrollment — 382
% Response — 94%

	Percent Response	% Rating Very High	% Rating Ave. or Above	Average Rating
Components of the Course				
1. The morning lectures	99	1	66	2.74
2. Man: The Dramatic Mode	99	14	79	3.39
3. Library exercise	99	21	76	3.38
4. Writing papers	99	21	93	3.73
5. Faculty help with writing	99	23	86	3.65
6. Discussion groups	99	27	87	3.69
7. The 8mm film	99	22	81	3.57
8. Films and multi-media show	99	27	93	3.91
9. Student interaction outside class	99	33	90	3.85
Value as an Orientation to:				
1. Hiram's faculty	100	13	70	3.13
2. Other Hiram freshmen	100	32	93	3.97
3. Hiram's new curriculum	99	22	92	3.81
4. The College in general	100	34	96	4.14
Ratings of the Professor				
A. Presents materials clearly	99	48	97	4.31
B. Gets students interested	99	34	92	3.91
C. Makes learning active	99	35	90	3.91
D. Evaluates fairly	99	53	95	4.35
E. Personally interested in students	99	66	97	4.51
Amount Learned	99	8	84	3.28

Overall Satisfaction		% for each rating
6	Very satisfied	19
5	Satisfied	49
4	Somewhat satisfied	20
3	Somewhat dissatisfied	8
2	Dissatisfied	3
1	Very dissatisfied	1
Average rating	(6 point scale)	4.71

All rating except for the last question are on a five point scale with five being high. Thus, "percent rating very high" is the percentage of those responding to that item who rated it "5". "Percent average or above" is the percentage of 3's, 4's, and 5's among responders. Only the percent responding is shown for items which were rated by fewer than 50% of those who turned in evaluations.

DISCUSSION OF THE PROBLEMS OF COMPARING THE FALL, WINTER AND SPRING 1969-70 STUDENT COURSE EVALUATIONS

The table on the next page provides a comparison of the composite freshmen ratings for each quarter of overall satisfaction with their particular Colloquia, the Twentieth Century, and their traditional courses. Since there were a number of sections of the Colloquia and many traditional courses offered each term, the ratings for these are a composite of a number of separate sections or courses.

Several things about the table should be noted. First, the ratings of the Twentieth Century Course were lowest each time. First and, especially, second quarter freshmen rated the Colloquia higher than their traditional (elective or major) course. Third quarter the reverse is the case. A second related point is that the Colloquia and the Twentieth Century were rated lower third quarter than first or second while the traditional courses were rated highest in the third quarter.

To what extent do these comparisons reflect real changes or differences over the year and to what extent are they due to other factors?

I suspect that to some extent they reflect the suseptibility of course ratings to changing circumstances outside as well as inside the classroom, especially events as dramatic as the May Cambodia invasion, Kent State deaths, and resulting campus turmoil. If these events did indeed affect the third quarter course evaluations, it would seem that the Colloquia and Twentieth Century Course were hurt, but the traditional courses were helped. While this may seem puzzling, the handling of the May crisis at Hiram may account for it. Students were allowed to withdraw with half credit from courses whether or not they worked for credit in the "peace movement." However, it was not very practical to withdraw from the Colloquium or Twentheth Century Course because, as graduation requirements, these would have to be completed the next year. Thus, a freshman in a traditional course who was dissatisfied or who wanted to work on the "strike" could and often did drop the course, while all but a handful remained in the two new curriculum courses. This, no doubt, led to some inflation of the ratings for the former and perhaps lower ratings for the later.

Another factor which may have influenced the ratings is the percentage of enrolled students responding (completing questionnaires). You can see from the table, that this varied from quarter to quarter and among the three types of courses. The differences are due to somewhat different testing methods. The traditional courses were evaluated by Student Senate representatives during one specific class session during the last week of classes, with no follow-up. The Twentieth Century was evaluated during class sessions by the staff,with follow-up first and third quarters. First and second quarter the Colloquium evaluations were done by mail,with follow-up. Third quarter was done in class by the Colloquium professor, with follow-up.

FRESHMAN RATINGS OF OVERALL SATISFACTION WITH 1969-70 COURSES

	COLLOQUIA			20TH CENTURY			TRADITIONAL COURSES		
	Quarter			Quarter			Quarter		
RATINGS	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
6 (Very Satisfied)	32%	31%	14%	8%	8%	7%	22%	23%	26%
5 (Satisfied)	32%	39%	35%	34%	32%	29%	37%	33%	44%
4 (Somewhat Satisfied)	13%	13%	26%	35%	33%	27%	21%	24%	15%
3 (Somewhat Dissatisfied)	12%	10%	12%	13%	20%	24%	12%	12%	11%
2 (Dissatisfied)	5%	5%	9%	7%	6%	11%	4%	3%	2%
1 (Very Dissatisfied)	4%	2%	3%	2%	1%	3%	3%	4%	1%
Average Rating	4.6	4.7	4.2	4.2	4.1	3.9	4.5	4.5	4.8
Number Responding	301	139	120	316	218	225	248	316	239
Percent Responding	85%	68%	85%	90%	62%	67%	c70%	c65%	c50%

Since the forms were very similar and included all the instructions, I do not feel students perceived a difference between student and faculty administered evaluations. However, the follow-up procedures did get evaluations from more students than did the one-shot,in-class procedures (because students were frequently absent from class). This probably somewhat inflates the ratings for traditional courses. We have some evidence (from one large traditional class which was followed up at the final exam) that rating of classes with only 50-60% of the enrolled students present may be inflated about .2. Since we consistently got a lower percentage response for the traditional courses, their ratings should probably be lowered a little (perhaps .1) to make them comparable to the new curriculum courses.

A third factor influencing the third quarter ratings was the sample of courses selected for evaluation. All the Colloquium sections and the Twentieth Century Course, as a whole, were evaluated each quarter. First and, especially, second quarter an attempt was made to evaluate all lower-level, traditional courses. However, a few were missed by the student evaluators, one because the professor denied them entrance. This may have had some small effect on the ratings. More important was the decision by the students to evaluate,in the Spring, only courses taught by professors returning to Hiram in 1970-71 and only courses with ten or more students. The latter criterion did not exclude many freshmen, but there were several large freshman courses (e.g., in history, political science and sociology) which were omitted because the professor was not returning. This omission probably helped raise the third quarter rating for traditional courses substantially. The evidence for this statement is found in a comparison of the third quarter Colloquia taught by returning professors and those taught by non-returning professors. The former (returners) were given an average overall satisfaction rating of 4.72 while the latter (non-returners) were rated 3.42. Several of these same non-returning professors taught traditional freshmen courses which were not evaluated.

In conclusion, it seems to me safest and most accurate to conlcude that the Colloquia were rated slightly higher than traditional courses each quarter, with little change for either type of course over the year. I think that this rationale would also support the notion that the Twentieth Century was rated about the same throughout the year, perhaps a little lower second and third quarters.

APPENDIX 13

OFFICE OF EDUCATION RESEARCH PROPOSAL AND REPORT

Evaluation of the Impact of a Student-Centered Freshman Year Program at a "Typical" Liberal Arts College

George A. Morgan
Hiram College

Summary

The proposed project is an evaluation of the impact of a new freshman year program which places the responsibility for learning and social behavior directly with the student. The Hiram program is more individualized and provides much more freedom than found in the typical liberal arts college program, including Hiram's previous program. While the freshman student is expected to be actively responsible for his own learning and behavior, he is supported by a strong advising (tutorial) system which is built into the course structure of the curriculum.

These changes will make the initial college experience for the freshmen of 1969 dramatically different from that of immediately preceding classes. The potential significance of the curriculum is partially attested to by a $90,000 planning and development grant from the National Endowment for the Humanities. The present project, for which OE funds are being requested, is for evaluation of the overall impact of the first year of the program.

Preliminary data indicate that the class entering in 1969 will be similar to those of the last few years. The recency of the innovations apparently has not as yet influenced the type of students attracted to Hiram. Since the College has data about student changes during the freshman year for the 1968 entering class, we have an unusual opportunity to study the extent to which a college can alter the kind and amount of impact it has on students. Thus, the basic design involves a comparison of the classes of 1968 and 1969 with respect to changes during the freshman year in attitudes, achievement, and satisfaction with various aspects of the environment. It is anticipated that there will be significantly greater changes in certain attitudes (e.g., independence and social conscience) and in satisfactions than in the past. English achievement is predicted to increase.

Successful Research Proposal Submitted to
The Chicago Regional Office of Education
August, 1969.

A. PROBLEMS AND OBJECTIVES

The proposed project is of both local and more general importance. It is of value to Hiram College because it is part of the evaluation of major curricular and social changes which affect the total life of the College and its students. It is of national importance because there is evidence that the type of integrated, yet individualized and student-centered program being initiated at Hiram anticipates a national trend and thus needs to be evaluated. Although the planning has been done with care and over several years, thus preceding the current rash of student demands, the Hiram program is consistent with the cry for freedom and relevance. An interest in the curriculum and its relevance has been expressed by a large number of individuals and institutions, including the National Endowment for the Humanities which judged the freshman year program to have sufficient promise to award Hiram a $90,000 planning and development grant.

The proposed project is the second phase of Hiram's comprehensive self-study. The first phase, which has been completed, involved a study of the college and its former, rather traditional, curriculum. The second phase, for which OE funds are being requested, is an evaluation of the effects of the first year (1969-70) of the new freshman year program. The third phase will be a longer term evaluation of the whole program and a longitudinal study of its effects over at least four years.

Descriptive Summary of the New Hiram Program

After nearly two years of planning, the faculty, students, and trustees of Hiram College approved a major curriculum revision in October 1968. At that time the President appointed a Commission on Student Life, composed of representatives of all constituents of the College, charged to recommend changes in social regulations which would be consistent with the philosophy underlying the new curriculum. The proposed changes (e.g., no hours for women, open dorms, drinking on campus) which were approved in the winter and spring of 1969 give students almost total freedom and responsibility for their behavior.

The curriculum features an integrated, yet highly individualized, freshman program. It is based upon the premise that by giving students more freedom and more responsibility, along with the opportunity for more meaningful faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish. It is Hiram's goal to focus this inquiry on a rational, yet highly personal, examination of the status of life in our contemporary world using the wisdom of the past and looking to the possibilities of the future. We feel that this program will help students and faculty become increasingly understanding and imaginative as well as increasingly and broadly knowledgeable.

The new Hiram curriculum abolishes the traditional distributive graduation requirements based on a selection of departmentally-oriented, introductory courses. In place of distribution requirements we have developed several types of new courses which generally focus on issues and cut across disciplines. The student will have greater flexibility in planning his academic program because there will be only half as many required courses and because there will be considerable choice among them. The new curriculum focuses on the freshman year because of its importance in the development of student attitudes about education. Appendixes 1 and 2 provide additional descriptive material about the curriculum and indicate more specifically how the student is given freedom and responsibility within a structured and supportive framework.

In a world filled with misunderstanding, it is crucial that colleges concentrate on promoting effective communication. Therefore, the curriculum will begin with a two week Freshman Institute which will encourage the student to be articulate and creative in the expression of his thoughts and will provide him with individualized help in working toward that goal. The Institute will be held at the beginning of the year before upperclassmen return to campus. It offers a unique opportunity for the freshman to become oriented to the college and the new curriculum and will set the tone for the four years that follow. It is believed that by involving faculty members from all departments the Institute and other parts of the new curriculum will lead to more effective communication than the traditional, required, English composition and speech courses.

Emphasis on the personal dimension of learning and on effective speaking and writing will be continued in the Freshman Colloquia. In the first term the student will choose a faculty member, with academic interests similar to his own, to serve as his teacher and adviser. Each Colloquium group of 10-12 students will explore a topic such as "American Culture Through Its Communications Media" or "Concepts and Issues on Human Freedom." The close relationship which will develop between the tutor-adviser and his group should enhance self-understanding, moral sensitivity and taste. In the second or third quarter each freshman will take another colloquium from a different faculty member while maintaining the advisory relationship with his first professor.

"The Twentieth Century and Its Roots" is a year-long course common to all freshmen. The purpose of the course is to help the first year student examine contemporary issues such as alienation, racism, nationalism, imperialism, and the population explosion. Each topic will be introduced with a statement of its importance using guest speakers, films, debates, and panel discussions. Additional sessions on the topic will develop other perspectives as well as historical background. Before leaving each topic the class will divide into small groups led by advanced students to discuss ideas stimulated by class sessions, readings, and student position papers. (Appendix 2 gives details about how this course is structured to promote freedom and student responsibility.) The course will provide freshmen with an integrated common experience and the opportunity to see special programs not financially available to smaller classes.

Thus, under Hiram's three course-three quarter (3-3) plan a freshman entering in 1969 will have the following schedule:

Mid-September	Fall Quarter	Winter Quarter	Spring Quarter
Institute	Colloquium I	Colloquium II	An Elective
	20th Century	20th Century	20th Century
	An Elective	An Elective	An Elective

The student and his tutor-adviser will seek to plan the four electives in a way meaningful to the development of the student's abilities, interests, and long-range goals.

In his sophomore or junior year, each student will select a major area of concentration to which he will devote most of his time in the last two years. The area of concentration is broadly and flexibly defined as the area of in-depth study which each student must complete for graduation. It may be a traditional major plus courses in related or supporting departments. Or it may be a more individually tailored area of concentration, such as "Latin American Studies," "Afro-American Studies," or "Psychobiology," which will include an organized selection of courses from several departments. The Upperclassman will broaden and integrate his knowledge by choosing at least three interdisciplinary courses which will acquaint him with several approaches to a topic or problem. Some suggested titles for Interdisciplinary courses are: "Perspectives on the Nature of Matter," "Poverty in an Affluent Society," and "The Nature of Love."

In the new curriculum students will be encouraged to participate in activities outside the normal course structure of the curriculum. Each student will be required to participate for at least six quarters in activities such as music, drama, debate, physical education, painting, and tutoring public school children.

Problem and Objectives

The general purpose of the proposed research is to measure the extent to which students under the new curriculum more closely meet goals, such as those described in Appendix 3, which are the ones with which the curriculum Task Force began two years ago, than did students under the old, more traditional curriculum. As is usually the case, the faculty committee which developed the curriculum had many rather general and not easily tested goals in mind. However, it seems fair to say that the goals dealt more with the personal and attitudinal development of students and less with the acquisition of specific knowledge than seems generally implied by traditional curriculums. While the curriculum was not based on any specific theory of education or student development, the committee was clearly influenced by the writings of men like Sanford (e.g., 1967), Freedman (e.g., 1967), and Katz (e.g., 1968).

Review of the Literature

Although there is a considerable literature about curriculum development and evaluation in elementary and secondary schools (e.g., American Educational Research Association, 1969), there seems to be rather little systematic research about the effects of the curriculum at the college level. Katz and Sanford (1962) state, "There is, of course, a vast literature on the curriculum, but most of it has been concerned with descriptions of existing programs and with proposals for reform rather than with the demonstration of effects on students." The great curricular revolutions, including Hiram's own single course study plan of the 1930-50's, were not accompanied by controlled observations that would permit comparisons or separate out effects due to the curriculum. This latter task is, of course, very difficult, but it is one of the main aims of the proposed research.

There have been numerous studies of the effects of particular courses (e.g., Jacob, 1967) or of particular techniques of teaching (e.g., McKeachie, 1962), but few have studied the total curriculum. Katz and Sanford (1962) point out that this has been mainly due to the feeling that the effect of the curriculum on students is less than the influence of other factors. Feldman and Newcomb (1969) in their comprehensive review of the impact of college on students do not even deal with the effects of different types of curriculums, preferring instead to look at types of college, sequence of experiences, major fields, residence groupings, student culture, etc.

The author suspects that there are some additional reasons which account for this lack of college level curriculum evaluation research. First, there are major methodological problems. (e.g., Feldman and Newcomb, 1969, chapter 3). Second is the fact that in recent years there have been great similarities among colleges in curriculums and graduation requirements. The exceptions, e.g., Sarah Lawrence, Bennington, Antioch, St. Johns, etc., have been distinctive not only in curriculum, but perhaps even more so in the types of students they attract and enroll (e.g., Henry and Heist, 1967). Thus, even if one of these colleges demonstrated a change in student characteristics which was due to an innovation (e.g., Churchill and Kennedy, 1969) one would question the applicability to other colleges. Because Hiram has been much more typical of the large number of liberal arts colleges in the country, the proposed research provides a valuable opportunity to examine what effects a marked change in a college's program can have.

Hypotheses

These hypotheses refer primarily to the impact which the total new Hiram program (both academic and social) is anticipated to have on the class entering in 1969 and on the college environment more generally. Several of the hypotheses have been strongly implied in the preceding description of the curriculum.

1) It is hypothesized that students will have a higher satisfaction with the faculty, administration, students, etc., (See Appendixes 4a, 4b, and 4d) than in the past. Hiram, like many colleges (Feldman and Newcomb, 1969, chapter 4) has found that students enter with very high expectations of satisfaction, which are not entirely fulfilled. At least part of this disillusionment, sometimes called the "sophomore slump," is noted early in the freshman year. Due to the information Hiram freshmen are receiving during this summer about the new curriculum, it would be reasonable to expect even somewhat higher entering expectations than usual. However, it is still predicted that satisfactions will be higher in December and May for the class entering in 1969 than for the 1968 group. Some more specific hypotheses can be made and linked to particular aspects of the new program. For example, the colloquium program with its close relationship between the student and his adviser-tutor should help maintain the initially high expectations of satisfaction with "your adviser" and "the faculty." like-

wise the marked changes in social regulations might be predicted to lead to higher year end satisfaction with "the administration."

2) It is hypothesized that the types of social and intellectual attitudes measured by the CSQ (See Appendix 4d) will generally show more increase for the 1969 class than they did for the 1968 class. The program's emphasis on freedom would be expected to produce a significantly greater impact in the area of "family independence" and perhaps in "peer independence" as well. The 20th Century course and many of the Colloquiums should lead to a greater change in "social conscience" and "cultural sophistication." It also seems possible that the Colloquiums and general atmosphere would lead to better "study habits;" and the activity units requirement should lead to more extracurricular involvement, especially in the fine arts and in service oriented activities. Students should also ascribe to themselves more changes in intellectual, philosophical, and personal development than last year (See Appendix 4c).

3) It is predicted that the combination of the Freshman Institute and the Colloquiums will lead to better writing and to more open and lucid discussion of ideas (the latter is not easily tested in this study). At least, scores on the English Composition test should be no lower than last year when 10 quarter hours of English Composition was required of all freshmen. Astin's (1968) study indicated that students at colleges with less prescriptive curriculums, even when controlling for student input, achieved some more than those at more prescriptive schools. In the present project only English achievement will be measured, but in the longer term evaluation achievement scores in humanities, social sciences, natural sciences, and mathematics as well as English will be compared with those of students under Hiram's former more prescriptive curriculum (in which all students took three courses in science, etc.). It is expected on the basis of Astin's (1968) study and reviews by Baskin (1960) and Hatch (1963) that the group entering in 1969 with the freer program will do at least as well as the corresponding class under the old curriculum.

4) It is hypothesized that the perception of the environment at Hiram by advanced upperclassmen will be significantly higher on the CUES (See Appendix 4f) "Community," "Awareness," and "Scholarship" dimensions than it was four years ago. The Colloquiums which emphasize Hiram's dedication to individualized teaching and faculty concern about students as persons should help raise the perception of "Community." The 20th Century course, activity units, and social regulations all should contribute to increase the feeling of "Awareness." Finally, the fact of the academic innovation and federal support for it will help to elevate the perception of Hiram as a college which emphasizes a serious interest in "Scholarship." The two new scales, "Campus Morale" and "Quality of Teaching and Student-Faculty Relationships," should be fairly high but we do not yet have comparable data from the former group.

5) Finally, it is hypothesized that faculty will begin the year cautiously optimistic and will maintain if not increase their support for and satisfaction with the new curriculum.

B. PROCEDURES

The basic design of the proposed project is to compare the changes in satisfactions, attitudes, and English achievement which took place in the class entering in 1968 with those which will take place in the 1969 freshmen. Thus, the research will compare September to May differences in a number of characteristics for two consecutive classes which will experience sharply differing freshman environments, but will be quite similar in terms of input.

Subjects

The subjects in the project will be all freshmen (about 350) entering Hiram College in September 1969. The control group (about 300 1968 freshmen) has already been tested.

Materials

There will be three main instruments used in the evaluation of the effects of the freshman year on the students.

1) Satisfaction with Hiram Scale. This is a nine item local rating scale used to measure expected satisfactions (ESHS) of entering students and actual later satisfactions (SHS) in both December and May. The student rates his satisfaction with Hiram's faculty, administration, other students, town, freshman courses, graduation requirements, his adviser, the social life, and the physical facilities on a six point scale (See Appendixes 4a and 4b). Two open ended questions (Appendix 4c) about changes while at Hiram and critical suggestions have been given with SHS in May.

2) College Student Questionnaires. CSQ was developed by Education Testing Service as part of its Institutional Research Program. It comes in two forms, CSQ-1 to be administered to entering students in the fall, and CSQ-2 to be administered to students near the end of the year. The data provided deals primarily with biographical details, satisfactions, and attitudes. The attitudinal items are on both forms so that changes can be studied.

In addition to an analysis of individual items, the questionnaires also are scored on ten item scales. There are four satisfaction scales - with faculty, administration, major, and students; five attitudinal scales - family independence, peer independence, liberalism, social conscience, and cultural sophistication; and three miscellaneous scales - high school motivation for grades, college study habits, and extracurricular involvement (See Appendix 4d and Peterson, 1968).

3) College Board English Composition Exam. This is a 60 minute objective test designed to measure writing ability. The tests are forms of the CEEB English Achievement tests which most Hiram students take as part of the admissions process, thus, providing the opportunity to study changes (See Appendix 4e).

Design

Schematically the design of the present project with respect to the impact on freshmen students is as follows:

	September	December	May
Experimental group (1969)	CSQ-1 & ESHS	SHS	CSQ-2, SHS & Eng. Comp.
Control group (1968)	CSQ-1 & ESHS	SHS	CSQ-2, SHS & Eng. Comp.

It is realized that there are certain difficulties with this type of design, but it is hoped that they will be minimized. The evaluation committee and the faculty considered the possibility of splitting the 1969 entering class into old and new curriculum groups. This was ruled out for a number of reasons, some of which are related to design considerations. First, because of the attractiveness of the new program to students, it would not have been possible to persuade a random sample of students to stay on the old curriculum without the possibility of serious resentment. Second, since there was sure to be considerable interaction between groups there was the very real possibility of contamination.

Fortunately for the design, there is preliminary evidence of the similarity of the experimental (1969) and the control (1968) groups. The relatively recent adoption of the program seems to have reduced any differences in input that may result in future years, due to the differential attractiveness of the program. It will, of course, be necessary to compare carefully the two groups with respect to many variables.

Of course, differences in the world situation and the general climate on American campuses between 1968-69 and 1969-70 may contaminate the results. It is hoped that the situations will be approximately equivalent due to the short time span. Since ETS has available comparable data for other colleges, it may be possible to look at CSQ changes over this same period for colleges which did not deliberately change their environment.

As described above, the main part of this project is to measure the impact of the program on the freshmen. However, in addition we plan to gather data concerning how advanced students and the faculty view the environment and the components of the program. For this purpose we plan to use the College and University Environment Scales. The second edition of CUES provides measures of the environment of a college along seven dimensions - Practicality, Community, Awareness, Propriety, Scholarship, Campus Morale, and Quality of Teaching and Faculty-Student Relationships (See Appendix 4f and Pace, 1969). The plan is to give CUES to a sample of advanced students and compare the results with data collected four years ago. Less formally it is planned to ask faculty to answer a brief questionnaire at the beginning and end of the year. It will contain some objective items and a couple of open ended questions designed to determine satisfaction with the program and morale. The faculty may also be interviewed informally with regard to their feelings about the program.

It would also seem helpful to describe briefly the design of longer term evaluation of which the present project is the first part. The College has already collected data not only from 1968 freshmen but also from other student classes and from faculty. Briefly, we have achievement scores (ETS Survey of College Achievement), and attitudinal data (OPI) for sophomores and seniors.

This, together with OPI's from new freshmen, will allow us to compare the four year development of the classes beginning under the new curriculum with those who spent all of most of their time at Hiram under the traditional curriculum. The materials described in this paragraph have been paid for by other funds and are not part of the current request. The same is true of the evaluations of the specific components and courses which make up the new program.

Statistical Analysis

Evaluation of changes in behavior is difficult and tricky, but because of its importance in the study of student development there has been much discussion and many suggestions (e.g., Warren, Heist and Gurin, 1968; Richards, 1968; Astin, 1968; Feldman and Newcomb, 1969). The project director plans to obtain consultative aid with the statistical analysis, but appropriate generalized T tests and analysis of variance would appear to be called for in making most comparisons.

C. RELEVANCE OF FINDINGS

This is a time when many colleges and universities are engaging in curriculum revision. We believe that the student-centered Hiram curriculum is of special merit and worthy of support because it is a significant move toward a regeneration of undergraduate education in the United States. While the curriculum is continually evolving, we feel that the College is moving in a direction which will be significant for the future of colleges in this country. This feeling is supported by the feedback we have gotten from students, from other colleges, and from reading many of the experts in this field (e.g., Baskin, 1960; Katz and Sanford, 1962; Hatch, 1963).

Hiram has a number of advantages which make this new program an ideal prototype for reform. Hiram is small, good but not elite, and financially sound though not wealthy. Furthermore, it has been able to generate the enthusiasm among faculty and students which is necessary for a change in direction to take place.

The College has been able to be more bold and basic in curriculum revision than most colleges because of its history of innovation and because this curriculum was not imposed from the top by a few "visionary" administrators or faculty. The faculty and students began to feel the need for change several years ago, before the current climate of "unconditional demands." This helped Hiram carefully plan a change while other colleges may have to act more precipitously. If Hiram's program is demonstrated to have effects in desirable directions, it may well serve as a model for schools which feel the need for a significant change.

Assuming that the project results support the contention that this change in the college program has the expected impact, the results take on general significance beyond Hiram College. It would indicate that by changing the curriculum (in the broad sense of that term) a typical private liberal arts college can substantially change the type and amount of impact on students even with essentially the same faculty and student input. This would undercut the frequently held contention that "it doesn't matter what you do because everything depends on having good students and good faculty." It is undoubtedly true that the major determiner of output is the quality of the input (e.g., Astin, 1968); however, educationally the impact or "value added" seems far more important than whether a college can recruit students with initially high scores.

The publicity generated by the passage of the new curriculum and the Humanities Endowment grant has produced many interested institutions and individuals who are receiving information about the implementation of the program as it becomes available. Most of these people are also interested in the results of any evaluation of the curriculum. The fact that many are now considering similar changes strengthens the value of doing this proposed evaluation of the first year of the program rather than waiting for longer term effects and several entering classes.

The evaluation will also help the College make modifications in the curriculum so that the desired goals can better be achieved.

If the program is successful and if the evaluation seems to justify it, the College would like to submit a proposal to the Research Training Branch of the Office of Education in order to be able to conduct a summer program designed to train teachers from other colleges in the methodology of teaching freshman courses similar to the Colloquiums and the Twentieth Century.

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Appendix 4a Expected Satisfaction with Hiram Scale (ESHS)

COLLEGE STUDENT QUESTIONNAIRE
HIRAM ITEMS

A. Sex and location of your home

1. Male from the mideast
2. Female from the mideast
3. Male from the east coast
4. Female from the east coast

The next nine questions concern your expectations at this time with respect to how satisfied you think you will be with each of the following aspects of Hiram College. For each question rate your expected degree of satisfaction by choosing an alternative from the following:

1. Very dissatisfied
2. Dissatisfied
3. Somewhat dissatisfied
4. Fairly satisfied
5. Satisfied
6. Very satisfied

B. The faculty

C. The administration

D. The students

E. The graduation requirements

F. The Freshman Institute

G. The Freshman Colloquia

H. The town of Hiram and its location

I. The social life

J. The physical facilities of the college

Appendix 4b

SATISFACTION WITH HIRAM SCALE (SHS)

A. Sex and location of your home

1. Male from the mideast
2. Female from the mideast
3. Male from the east coast
4. Female from the east coast

The next nine questions concern your satisfaction with each of the following aspects of Hiram College. For each question rate your expected degree of satisfaction by choosing an alternative from the following:

1. Very dissatisfied
2. Dissatisfied
3. Somewhat dissatisfied
4. Fairly satisfied
5. Satisfied
6. Very satisfied

B. The faculty

C. The administration

D. The students

E. The town of Hiram and its location

F. Your freshman courses

G. The graduation requirements

H. Your adviser

I. The social life

J. The physical facilities of the college

Appendix 4c-1 Expected Student Changes

Student number ______________

What do you expect to be the most important changes in yourself (philosophical, intellectual, personal, social, vocational, etc.) during your education at Hiram? (Use the back if you need more room.)

We have tried to ask some important questions, but it may be that you feel your attitudes, values, goals, etc., were not adequately represented by your answers to the objective questionnaires. If that is the case, you may amplify or make comments in the space below.

Appendix 4c -2

STUDENT CHANGES AND COMMENTS

Student Number____________________________

Briefly, what do you regard as the most important changes in yourself (philosophical, intellectual, personal, social vocational etc.) that have occured since you came to Hiram?

We have tried to ask some important questions, but there may be other things that you want to say about Hiram, your education and/or this testing session. Please use the space below. We are especially interested in specific suggestions about how to improve Hiram College.

Appendix 4d

COLLEGE STUDENT QUESTIONNAIRES

The College Student Questionnaires (CSQ), part of the ETS Institutional Research Program for Higher Education, are designed to aid institutions to gather and analyze large amounts of diverse information about college student bodies. This information is primarily biographical and attitudinal. There are two questionnaires - Part 1 and Part 2 - with certain sections duplicated.The purpose in constructing partially overlapping instruments is to facilitate study of student change between college entrance and graduation.

The questionnaires were developed at Educational Testing Service (ETS) by Richard E. Peterson. The general content and item format were suggested by sociologist Martin Trow.

Part 1 of the CSQ is administered to entering students (freshmen) prior to the formal beginning of classes. The four sections of Part 1 contain questions about: 1) educational and vocational plans or expectations; 2) activities, achievements, and perceptions during secondary school; 3) family background; 4) certain personal attitudes. Part 2 is administered to any group of undergraduates toward the close of the academic year. It is in three sections, two of which duplicate sections 1 and 4 from CSQ Part 1. The middle section of Part 2 consists of some 100 questions dealing with what might be called "student functioning," i.e., activities, perceptions, and satisfactions as students at a particular college.

Items: Each questionnaire contains 200 multiple-choice questions and, although the questionnaire itself is untimed, about an hour and a half is usually required for students to complete it. Every item in each questionnaire is intended to provide essentially unique information, and some type of analysis of individual item response frequencies will generally be the most expedient way of treating basic institutional results.

Scales: In addition to analysis at the item level, the questionnaires also are scored on 13 scales. With one exception, each scale consists of ten four-alternative items. These measures, five of which are duplicated in the last section of both questionnaires, are as follows:

CSQ Part 1 Only

MG	Motivation for Grades
FS	Family Social Status (five nine-option items)

CSQ Part 2 Only

SF	Satisfaction with Faculty
SA	Satisfaction with Administration
SM	Satisfaction with Major
SS	Satisfaction with Students
SH	Study Habits
EI	Extracurricular Involvement

Appendix 4d continued

CSQPart 1 and Part 2

FI	Family Independence
PI	Peer Independence
L	Liberalism
SC	Social Conscience
CS	Cultural Sophistication

Comparative Data: In order for an institution to readily compare its data with those of other colleges, data based on CSQ administrations during the past two years are printed on the Response Analysis Report in columns paralleling that of the institution.

adapted from A Prospectus College Student Questionnaires

Appendix 4e

ENGLISH COMPOSITION TEST

This test is part of the College Board Placement Test Program. It is designed to help colleges evaluate ability to write clear, effective English. The English Composition Test uses three different kinds of multiple-choice questions selected from the five kinds that are described below.

One kind of multiple-choice question consists of a sentence with four of its parts underlined and lettered. The student is required to decide either that one of the four underlined parts of the sentence is unacceptable or that the sentence has no error.

A second kind of question requires not so much the ability to identify unacceptable usage as to choose the best way of phrasing a sentence.

A third kind of question presents a sentence containing any one of four kinds of errors, or no error. No part of the sentence is underlined to call attention to possible errors, and no other versions are offered. If the sentence contains an error, the student classifies it according to the kind of error.

The fourth kind of question is based upon a brief prose passage from which a sentence has been omitted. After each passage several sentences are listed. First, the student judges which of these sentences could be inserted in the passage in order to preserve its style and meaning. After selecting the appropriate sentence or sentences, the student must determine why each of the remaining sentences is inappropriate.

The fifth kind of question presents a sentence that is correct and acceptable, but the student is required to rephrase one part in a way that will result in changes in the rest of the sentence. The change called for might be one that he would make in editing or revising something he had written. In his revision, he should stay as close as possible to the meaning and language of the original sentence.

adapted from Achievement Tests
College Entrance Board

Appendix 4f

CUES, SECOND EDITION

The atmosphere of any campus is a mixture of features and attitudes, including rules and procedures, faculty characteristics, student interests, courses of study, extracurricular activities, the extent to which there is communication among students, faculty and administration, and the degree ot awareness, involvement and controversy. The emphases and variations are among the factors that explain the differences among colleges and universities. the primary purpose of CUES, Second Edition is to describe that atmosphere.

The respondents, in most cases students, act as reporters by indicating which of the 160 statements in the questionnaire are generally characteristic of their college. They have lived in its environment, participated in its activities, seen its features and sensed its attitudes. What kind of place do they perceive it to be? Their aggregate judgment provides an opinion poll which helps to define the prevailing campus atmosphere. It follows that results are computed and reported for groups, not individuals, and that the scale scores describe institutions rather than students.

The Scales of CUES, Second Edition

The CUES provide a measure of the environment along five dimensions, or scales, which appear to reflect ways in which colleges differ from one another.

The five basic scales are Practicality, Community, Awareness, Propriety, and Scholarship. Two new subscales--Campus Morale, and Quality of Teaching and Faculty-student Relationships -- have been added to the second edition of CUES. Descriptions of the scales follow.

Scale 1. Practicality. The 20 items describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

Scale 2. Community. The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful.

Scale 3. Awareness. The items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creativity suggests the search for poetic meaning. The scale suggests the search for political meaning and idealistic commitment. There is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Scale 4. Propriety. These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities.

Scale 5. Scholarship. The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship.

Scale.6. Campus Morale. The 22 items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression.

Scale 7. Quality of Teaching and Faculty-student Relationships. This 11-item scale defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

Since these scales provide a framework for summarizing and reducing data, users will find that the full value of CUES is gained by the examination of how each item is answered.

adapted from a Prospectus on CUES

Amplification on the Research Design for the Hiram College
Curriculum Evaluation Project - August 1970

REPORT TO THE CHICAGO REGIONAL OFFICE OF EDUCATION
REVIEW OF DATA-GATHERING INSTRUMENTS

1. Hiram College, Hiram, Ohio 44234
   a. Office of the Dean of the College
   b. Dr. George A. Morgan, Director of Institutional Research
   216--569-3211

2. Title of Study: "Evaluation of the Impact of a Student-Centered Freshman Year Program at a 'Typical' Liberal Arts College." This study is part of a larger self-study and curriculum evaluation project at Hiram College. The comparison data have already been gathered with support from the College and the National Endowment for the Humanities.

3. The project is an evaluation of the impact of a new curriculum which places the responsibility for learning and social behavior directly with the student. The Hiram program is more individualized and provides much more freedom than is found in the typical liberal arts college program, including Hiram's previous program. While the student is expected to be actively responsible for his own learning and behavior, he is supported by a strong advising (tutorial) system which is built into the course structure of the curriculum.

   Thus, it is hypothesized that the new curriculum, which began in the fall of 1969, provides a markedly different college experience whose effects should be measured. Office of Education funds are being used for the evaluation of the overall impact of the second year of the new curriculum.

   Since the College has data about student attitudes, achievements, and satisfaction under the old curriculum, we have an unusual opportunity to study the extent to which a college can alter the kind and amount of impact it has on students. The basic design of this part of the study involves comparisons of changes during the freshman year for the last class to enter under the old curriculum and the current entering class. Also included is a comparison of changes during the first two years of college for students under the old curriculum and the first group to spend two years under the new curriculum. It is anticipated that there will be significantly greater changes in certain attitudes (e.g., independence, liberalism, and social conscience) and higher satisfaction than in the past. Achievement scores are predicted to be as high as under the old more prescriptive curriculum.

Because the design is quite complex, a schematic representation of those aspects which relate to this study is given below. The Office of Education support will be used during the 1970-71 academic year to test sophomores (cohorts I & II, May 1971) and freshmen (cohorts III and IV, September 1970 and May 1971). The abbreviations and design details should be clarified by the narrative of questions 5 and 6.

	FRESHMAN YEAR		SOPHOMORE YEAR
	September	May	May
OLD CURRICULUM	1968	1969	1969
Students entering in 1968 and before	CSQ I ESHS	CSQ II SHS ENG	SCA SHS OPI
NEW CURRICULUM	1969	1970	1971
Students entering 1969	I { SCA CSQ I ESHS	I { CSQ II SHS	I { SCA SHS
	II { OPI ESHS	II { ENG SHS	II { OPI SHS
	1970	1971	1972
Students entering 1970	III { CSQ I ESHS	III { CSQ II SHS	not yet determined
	IV { OPI ESHS	IV { ENG SHS	

4. Title of and need for each instrument:

A1) College Student Questionnaires, Part I--for entering students (CSQ I). This research questionnaire was developed by the Educational Testing Service (Princeton, N.J.) for its Institutional Research Program for Higher Education. It is valuable because it provides a wide range of questions about entering students' educational and vocational plans, their backgrounds and certain attitudes. Thus, it is possible to see if the new curriculum is attracting a different type of student to Hiram, i.e., we can compare students entering in 1968 and 1969 with those entering in 1970. CSQ I also provides a baseline for measuring changes in attitudes during the freshman year. Many of the questions are well suited to the types of changes (e.g., increased independence and social conscience) with which the freshman year of the new curriculum is designed to deal.

A2) College Student Questionnaire, Part II--for enrolled students (CSQ II). This questionnaire complements CSQ I, using many of the same items to facilitate the study of student change. In CSQ II the background items of CSQ I are replaced by items about student perceptions of and satisfaction with college. These are, of course, important to the study.

B1) Expected Satisfaction with Hiram Scale (ESHS). This short, locally developed questionnaire measures students' expected satisfaction with a number of specific aspects of the College and with expected changes during college. It provides a baseline for measuring changes in satisfaction during college.

B2) Satisfaction with Hiram Scale (SHS). This scale is the same as ESHS except that it measures actual satisfaction and perceived personal changes after a period of time at Hiram. It is needed for that purpose.

C) Omnibus Personality Inventory-Form F (OPI). This is a standardized questionnaire designed to assess selected characteristics of human behavior, chiefly in the areas of normal ego-functioning and intellectual activity. The dimensions included were chosen because of their relevance to academic activity or the help they would provide in understanding changes in students' attitudes, values, and interests. Since the Hiram curriculum is designed to enhance growth in several of the areas measured by the OPI, its use is important. The OPI supplements the CSQ in that it provides a more in-depth measure of dimensions which are expected to change more gradually, over two or even four years, as a result of the general change in environment due to the new curriculum. Therefore, the OPI is given to entering students and again after two (and also four) years under the curriculum.

D) English Composition (ENG). This standardized achievement test is one of the College Placement Tests developed by the College Entrance Examination Board. Since students in the new Hiram curriculum do not take the traditional freshman English courses, it is important to measure their ability to write clear effective English at the end of the freshman year. The English Composition Test is designed to do this. Furthermore, the scores can be compared with scores on the CEEB English Achievement Test which many of our students have taken in high school. It is anticipated that the new freshman program will lead to scores at least as high as under the old required English program.

E) Survey of College Achievement (SCA). This is a short standardized college achievement test developed by Educational Testing Service. It measures general achievement in five broad areas usually encompassed in the general (2 year) college graduation requirements. Since Hiram's curriculum has eliminated the traditional requirements, it is important to measure achievement in these areas. It is anticipated that achievement in the first two years of the much less prescriptive new program will be at least as high as under the old curriculum.

5. Respondents for each instrument:

A1) CSQ I. (a) About 200 respondents. (b) Freshman entering Hiram College in September 1970. (c) Cohort III, which is one half of all entering freshmen. The sample, approximately a random half, will be selected by dividing the class alphabetically in subgroups of about 100 so that they can be accommodated in the four large classrooms at Hiram. The first and third subgroups (e.g., A-F and K-O) will be cohort III and take CSQ I. In order to keep the response burden reasonable, each freshman is being asked to do only one of the two main instruments. The alphabetical division was decided upon for ease of student notification even though it may not produce a truly random sample.

A2) CSQ II. (a) About 200 respondents. (b) End of year freshmen in May 1971. (c) Cohort III, which includes all enrolled students who took CSQ I in September 1970. Thus, this is in essence a follow-up or retest of the approximately random one-half sample described above.

B1) ESHS. (a) About 400 respondents. (b & c) All freshmen entering in September 1970, i.e., both cohorts III and IV.

B2) SHS. (a) About 700 respondents. (b) End of year freshmen and sophomores in May 1971. (c) Cohorts I, II, III and IV, i.e., all freshmen and all sophomores.

C1) OPI. (a) About 200 respondents. (b) Entering freshman in September 1970. (c) Cohort IV which will be formed like cohort III (see 5A1c above). Thus, it will be an approximately random one-half sample.

C2) OPI. (a) About 150 respondents. (b) End of year sophomores in May 1971. (c) Cohort II, which is a sample composed of one half of all students who entered Hiram in September 1969, as the first class under the new curriculum. The sample was drawn in the same general manner as the one in 5A1c above and, thus, will be approximately a random half. These students took the OPI as entering Freshmen in September 1969 so this is, in essence, a two year follow-up.

D) ENG. (a) About 200 respondents. (b) End of year freshmen in May 1971. (c) Cohort IV, which is approximately a random half of the freshman class.

E) SCA. (a) About 150 respondents. (b) End of year sophomores in May 1971. (c) Cohort I, which is the other half of the students who entered Hiram in September 1969. Thus, the sample will be approximately a random half and will be made up of students who took the SCA as entering freshmen.

6. Average amount of time required to complete each instrument:

A1)	CSQ I	75 minutes	Cohort III, September 1970
A2)	CSQ II	75 minutes	Cohort III, May 1971
B1)	ESHS	15 minutes	Cohorts III & IV, September 1970
B2)	SHS	15 minutes	Cohorts I, II, III & IV, May 1971
C)	OPI	60 minutes	Cohort IV, September 1970 and Cohort II, May 1971
D)	ENG	60 minutes	Cohort IV, May 1971
E)	SCA	75 minutes	Cohort I, May 1971

7. The subjects will complete the instruments in one of the four large classrooms at Hiram College. They will work in proctored groups of about 100.

8. The complexity of the design and the types of instruments used provide a large number of item and scale scores, i.e., many dependent variables. There are also many types of comparisons which can be made, e.g., old curriculum vs. new, beginning of freshman year vs. end of year, Hiram sample vs. national norm group, etc. This will lead initially to a number of tables and graphs. In order to handle the making of inferences relatively parsimoniously and to reduce the problem of multiple comparisons, generalized t tests and multivariate analysis of variance will be used in testing the significance of most comparisons. The project director is seeking consultative help in order to deal with the methodological difficulties of making inferences about student change.

9. Not relevant.

10. It is obvious that the study is in part longitudinal and that students are tested more than once. In the broader study some students will be tested four times, the beginning and end of their freshman year, the end of the sophomore year, and the end of the senior year. In the present study sophomores (cohorts I and II) are tested once and freshman (cohorts III and IV) are tested twice, eight months apart. Listed below for the OE **funded part** of the study is the cohort, sample size, date and time needed for testing.

Cohort #	N	September 1970 Testing Time	May 1971 Testing Time
I	c.150	No	Yes, 90 minutes
II	c.150	No	Yes, 75 minutes
III	c.200	Yes, 90 minutes	Yes, 90 minutes
IV	c.200	Yes, 75 minutes	Yes, 75 minutes

11. Students' answer sheets are identified by code number, but are confidential except for research purposes and personal counseling at the student's request. The identification number is necessary for the longitudinal aspects of the study. No analysis or publication of the date of individual subjects is anticipated. So far the data have been used only for this general study, but will be kept available for other authorized research projects. Such authorization must be obtained from the project director who will be careful that the data is used only by professional persons for a legitimate research project which will cause no embarrassment or discomfort to the subjects. The data is not a part of the permanent record of the subjects and will be destroyed at the completion of the overall project.

APPENDIX 14

GENERAL IMPACT OF THE CURRICULUM: TABLES AND REPORTS

A. Discussion of Some of the Problems of Applied Education Research
B. Average SAT Scores for Entering Hiram Freshmen, 1960-70
C. Comparison of 1968 and 1969 Entering Freshmen on the College Student Questionnaire I (CSQ I)
D. Comparison of the 1969 and 1970 Entering Hiram Freshmen with National Norms on the ACE Student Information Form: Preliminary Report
E. Freshman Satisfaction with Hiram, 1968-69 vs. 1969-70
F. Satisfaction with Hiram: Comparison of Freshmen with Faculty-Staff, September and May 1969-70
G. CSQ II Satisfaction with Faculty, Administration and Students Scale: Responses to Individual Items by 1968-69 and 1969-70 Freshmen
H. College and University Environment Scales (CUES): Comparison of Freshmen, Seniors and Faculty-Staff Responses to Selected Items.
I. Esprit Scale: Comparison of 1969-70 Faculty with Staff
J. Esprit Scale: Comparison of 1969-70 Freshmen, Seniors, and Faculty-Staff Responses to Selected Items
K. Average English Composition and Achievement Scores, 1968-69 vs. 1969-70 Freshmen
L. Comparison of the 1968-69 and 1969-70 Freshmen on Several Achievement Measures and Predictors
M. Survey of College Achievement (SCA) Table: Comparison of Old Curriculum Sophomores and Seniors with Freshmen
N. SCA Graph: Comparison of Old Curriculum Sophomores and Seniors with Freshmen
O. College Student Questionnaire (CSQ) Scale Score Table: Comparison of 1968-69 with 1969-70 Freshmen
P. CSQ Scale Score Graph: Comparison of 1968-69 with 1969-70 Freshmen
Q. CSQ Scale Score Graph: Comparison of Entering Freshmen, Year-end Freshmen and Seniors, 1968-69
R. Ominibus Personality Inventory (OPI) Table: Comparison of Freshmen, Sophomores and Seniors, August and May, 1969
S. OPI Graph: Comparison of Freshmen, Sophomores and Seniors, August and May, 1969

APPENDIX 14

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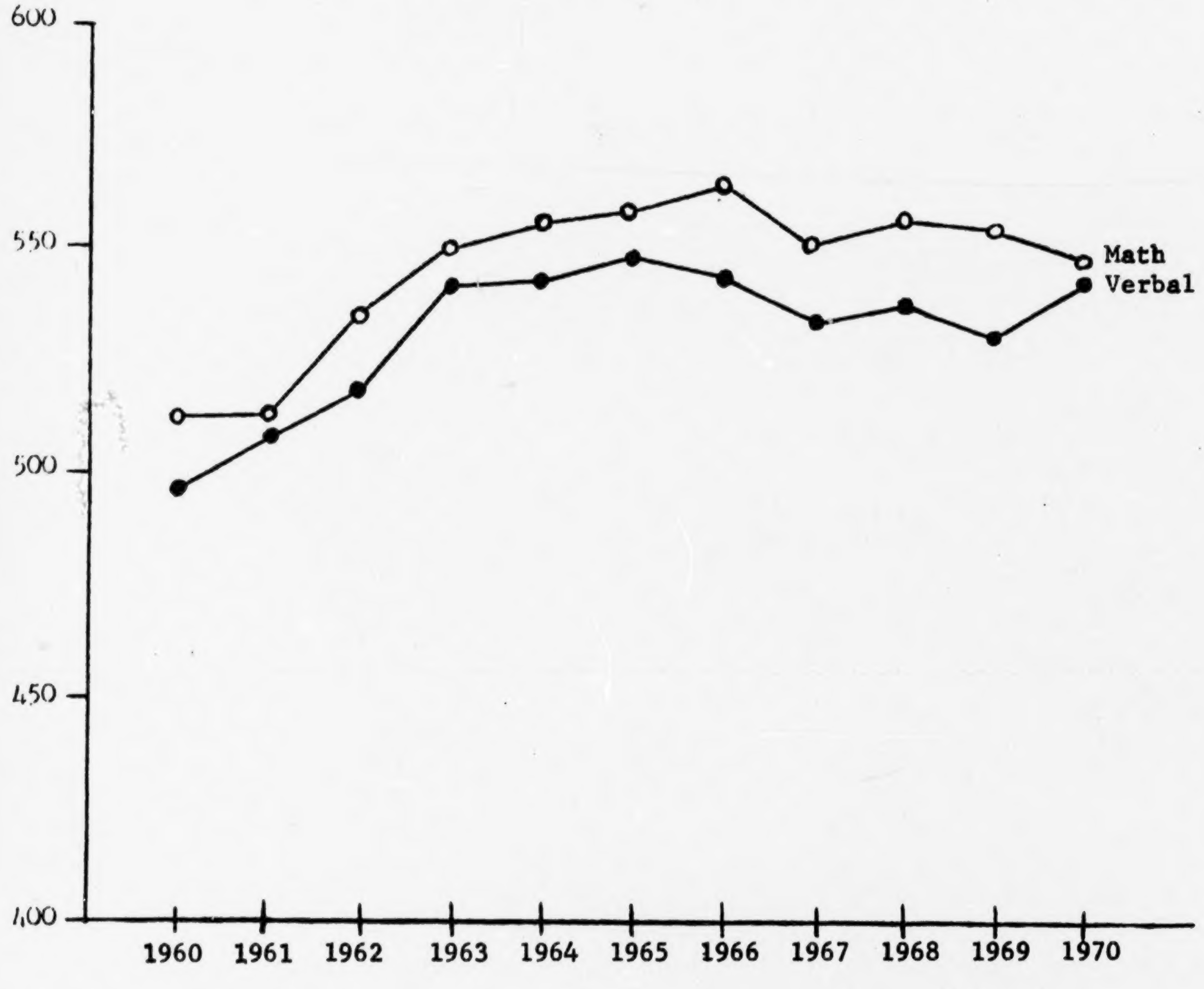
DISCUSSION OF SOME OF THE PROBLEMS OF APPLIED EDUCATIONAL RESEARCH

Action-oriented, applied research in educational psychology, is fraught with difficulties over and above those intrinsic in any study of people and how they change. For example, the basic design calls for the comparison of old and new curriculum students. This design assumes that the two groups of students are quite similar upon entrance to Hiram. Fortunately, this assumption seems to have been true, so far. However, not only are the world and high schools changing rapidly these days, but the curriculum seems likely to attract a somewhat different type of student to Hiram.

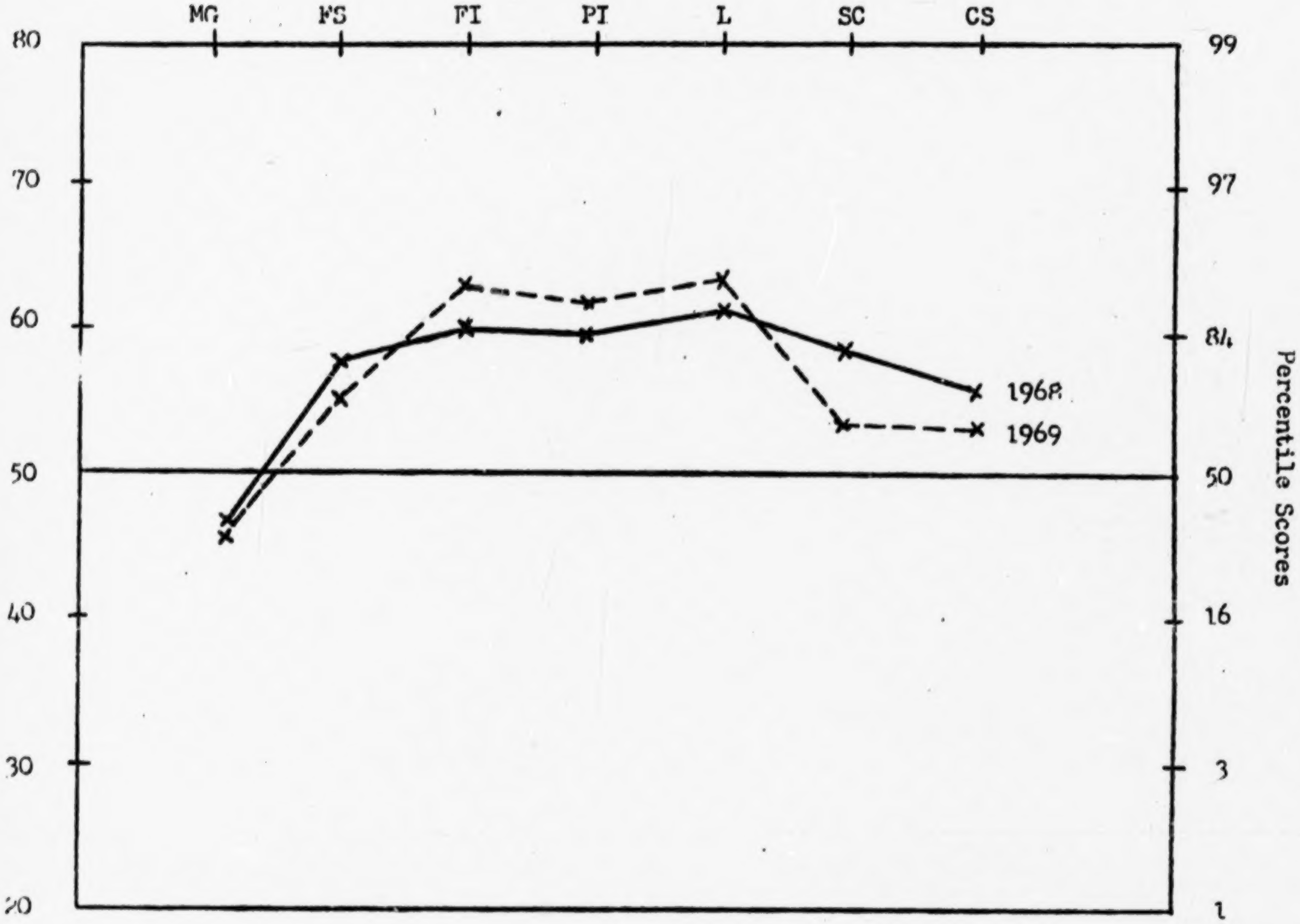
Likewise, although we might like to conclude that differential student changes are due to the curriculum change, we know that there are other changes taking place at Hiram and in the general culture which may make an even more substantial impact on students.

Furthermore, there are the problems of the "Hawthorne effect" and the "self-fulfilling prophesy" which plague all action research. The former refers to the fact that when people know they are involved in something new and experimental, they tend, at least at first, to be more satisfied and do better. Of course, as curriculum innovators we want to take advantage of this effect, but as researchers we know that this leads to serious problems in interpretation. It is also well known that subjects in psychological experiments often try to tell the experimenter what they think he wants to hear. Thus, a researcher in this setting is torn between a full public disclosure of aims, hypotheses and preliminary results (which may facilitate understanding and cooperation) and the more cautious, scientific path of keeping quiet and waiting until all the data are in. This is, of course, a special problem when preliminary results may have the effect of leading to changes in the program.

Average SAT Scores for Entering Hiram Freshmen, 1960- 1970



College Student Questionnaires, Part 1
1968 and 1969 Hiram College Entering Freshmen
(Institutional Norms for Entering Freshmen)



MG = Motivation for grades (while in high school)
FS = Family social status
FI = Independence from family
PI = Independence from peers
L = Liberalism
SC = Social conscience
CS = Cultural sophistication

COMPARISON OF HIRAM FRESHMEN WITH THE NATIONAL NORMS ON THE ACE STUDENT INFORMATION FORM

PRELIMINARY REPORT

George A. Morgan

The American Council on Education Student Information Form has been administered each fall since 1966 to several hundred thousand students at all types of colleges in all parts of the country. The Student Information Form is designed to serve two purposes: first, to obtain descriptive and normative data for information purposes; and second, to provide student input for longitudinal research (e.g., to assess the impact of different types of college environments on student development).

Last year (1969) the ACE Form was administered to a sample of 51 entering freshmen during the Freshman Institute. This year the 1970 ACE Form was given to all entering freshmen and transfers. The complete results with updated national norms will be available later in the year. The report presents preliminary data on the answers to some of the questions by a stratified, approximately random sample of 50 Hiram freshmen.

The following tables compare the responses of the Hiram samples (1969 and 1970 freshmen) to the 1969 national sample of freshmen entering four-year, private, nonsectarian colleges. Both Hiram samples are quite small and may not be entirely representative of the whole class. Care should be taken in drawing conclusions. However, you can be quite certain that a difference of 20 or more percentage points is statistically significant. Note that the questionnaire was administered on the 3rd day of the freshmen orientation, before students had much chance to be influenced by Hiram.

10/7/70

Comparison of the Responses of Samples of 1969 and 1970 Entering Hiram Freshmen with the Weighted National Norms on the Fall 1969 A.C.E. Student Information Form

	1969 Hiram Sample	1970 Hiram Sample	4-year Private Nonsect. Colleges
AVERAGE GRADE IN HIGH SCHOOL			
A or A+	2%	2%	8%
A-	12	12	13
B+	18	22	21
B	20	24	24
B-	20	28	15
C+	12	8	12
C	14	4	8
D	4	0	0
RANK IN HIGH SCHOOL CLASS			
Top 1 percent Top 10 percent Top quarter	55%	50%	62%
Second quarter	25	40	23
Third quarter	12	6	12
Fourth quarter	6	2	3
HIGHEST DEGREE PLANNED			
None	0%	0%	1%
Associate (or equivalent)	0	2	1
Bachelors degree (B.A., B.S.)	25	28	34
Masters degree (M.A., M.S.)	37	32	37
Ph.D. or ED.D.	25	26	17
M.D., D.D.S., or D.V.M.	6	4	6
LL.B. or J.D.	2	8	3
B.D.	0	0	0
Other	4	0	2

	1969 Hiram Sample	1970 Hiram Sample	4-year Private Nonsect. College
FEDERAL GOVERNMENT SHOULD BE MORE INVOLVED IN*			
Control of cigarette advertising	36%	--#	47%
Eliminating violence from TV	34	--	29
Control of pollution	87	96	92
Tax incentive to control birth rate	28	72	35
Consumer protection	67	72	72
Compensat. educ. for disadvantaged	81	80	74
Special benefits for veterans	20	22	31
Control of firearms	66	52	56
Elimination of poverty	80	70	82
Crime prevention	82	78	89
School desegregation	54	52	61
Financial aid for disadvantaged	49	46	57
Control of student activists	31	--	41
Provision of birth control information and devices	--	82	--
Military involvement in S.E. Asia	--	8	--
Development of ABM	--	12	--
Control of TV and newspaper reporting	--	6	--
Space program	--	14	--
CURRENT POLITICAL PREFERENCE			
Left	12	12	6
Liberal	35	48	35
Middle of the road	35	26	35
Moderately conservative	10	4	22
Strongly conservative	0	4	3
EXPECTED PREFERENCE IN 4 YEARS			
Left	8	14	7
Liberal	55	54	40
Middle of the road	12	14	23
Moderately conservative	16	6	25
Strongly conservative	2	2	5

*Increased involvement or initiate crash program

#Question not asked this year

	1969 Hiram Sample	1970 Hiram Sample	4-year Private Nonsect. College
AGREE STRONGLY OR SOMEWHAT			
Students should have major role in design of curriculum	88%	94%	90%
Publish all science findings	53	48	57
Individuals cannot change society	35	38	34
College control students behavior off campus	12	14	22
Benefit of college is monetary	28	44	40
Student should help evaluate faculty	61	66	67
My beliefs similar to other students	47	56	65
Regulate student publications	28	16	43
Marijuana should be legalized	40	62	34
College has right to ban speakers	10	22	27
Army should be voluntary	66	78	58
Give disadvantaged students preferential college admissions treatment	33	52	42
College too lax on student protest	43	36	53
Liberalize divorce laws	59	66	46
Legalize abortions	88	92	80
Courts protect criminal too much	37	32	46
Abolish capital punishment	83	68	62
Generation gap between student & family	--	8	--
Married women should be confined to home	--	28	--
Women subject to draft	--	32	--
Equal opportunity for women	--	82	--
Abolish college grades	--	60	--
Everyone should have the opportunity to go to college regardless of past performance and scores	--	44	--
Filling out this questionnaire was a drag	--	44	--

FRESHMEN SATISFACTION WITH HIRAM, 1968-69 VS. 1969-1970

	1968-1969					Sept.-May	1969-1970					Sept.-May
	Sept.	Dec.	Change	May	Change	Change	Sept.	Dec.	Change	May	Change	Change
N=	303	225		232			329	329		315		
Faculty	5.21	4.75	-.46**	4.32	-.43**	-.89**	5.36	4.84	-.52**	5.03	+.19	-.33**
Administration	5.04	4.64	-.40**	4.21	-.43**	-.83**	5.04	4.36	-.68**	4.71	+.35**	-.33**
Students	4.91	4.84	-.07	4.12	-.72**	-.79**	4.83	4.58	-.25**	4.36	-.22*	-.47**
Town & Location	4.11	3.54	-.57**	3.50	-.04	-.61**	4.08	3.47	-.61**	3.77	+.30**	-.31**
Freshman Courses	4.77	4.13	-.64**	3.92	-.21	-.85**	4.95	4.54	-.41**	4.40	-.14	-.55**
Graduation Requirements	4.39	3.31	-1.08**	4.29	+.98**	-.10	4.88	4.62	-.26**	4.77	+.15	-.11
Adviser	5.12	4.66	-.46**	4.24	-.42**	-.88**	5.07	4.72	-.35**	4.64	-.08	-.43**
Social Life	4.20	3.73	-.47**	3.57	-.16	-.63**	4.17	3.61	-.56**	3.73	+.12	-.44**
Physical Facilities	5.04	4.59	-.45**	4.39	-.20	-.65**	5.09	4.47	-.62**	4.63	+.16	-.46**

	Difference Sept. '68-Sept. '69	Difference May '69-May '70	Net Change
Faculty	+.15	+.71**	+.56**
Administration	-0-	+.50**	+.50**
Students	-.08	+.24*	+.32**
Town & Location	-.03	+.27*	+.30**
Freshman Courses	+.18	+.48**	+.30**
Graduation Requirements	+.49**	+.48**	-.01
Adviser	-.05	+.40**	+.45**
Social Life	-.03	+.16	+.19
Physical Facilities	+.05	+.24*	+.19

* p<.05
** p<.01

SATISFACTION WITH HIRAM SEPT. 1969 - MAY 1970

	Freshmen			Faculty & Staff			Differences[1]		
	Sept.	May	Change	Sept.	May	Change	Faculty & Staff-Freshmen Sept. '69	May '70	Net Change
N=	329	315		85	79				
Faculty	5.36	5.03	-.33**	4.24	4.25	+.01	-1.12**	-.78**	+.34*
Administration	5.04	4.71	-.33**	4.47	4.27	-.20	-.57**	-.44**	+.13
Students	4.83	4.36	-.47**	4.32	4.08	-.24	-.51**	-.28	+.23
Graduation Requirements	4.88	4.77	-.11	4.62	4.54	-.08	-.26	-.23	+.03
Freshman Institute	4.53	4.49	-.04	4.58	4.69	+.11	+.05	+.20	+.15
Freshman Colloquia	5.04	4.42	-.62**	4.89	4.55	-.34*	-.15	+.13	+.28
20th Century Course	4.93	3.81	-1.12**	5.02	3.88	-1.14**	+.09	+.07	+.02
Activity Units Program		4.08		4.10	3.90	-.20		-.18	
Interdisciplinary Courses		4.43		4.02	4.20	+.18		-.23	
Area of Concentration		4.84		4.95	4.63	-.32		-.21	
Town of Hiram	4.08	3.77	-.31**	4.29	4.33	+.04	+.21	+.56**	+.35*
Physical Facilities	5.09	4.63	-.46**	4.54	4.56	+.02	-.55**	-.07	+.48**
Freshman Courses	4.95	4.40	-.55**						
Your Adviser	5.07	4.64	-.43**						
The Social Life	4.17	3.73	-.44**						

[1] Freshmen higher -, Faculty & Staff higher +

* p<.05

** p<.01

CSQ2 SATISFACTION WITH FACULTY SCALE

	National Norm Group	Hiram[1] Frosh May '69	Hiram[1] Frosh May '70	Difference-1970 minus 1969
Approximate N =		174	156	
More than half judged teachers during past year to be superior	36%	34%	60%**	+26%**
Student expectation about enjoyment of courses at least reasonably well satisfied	59	55	67*	+12*
Several teachers have been successful in challenging student to capacity	40	37	45	+ 8
One or more faculty members gave student encouragement in their field	48	56*	62**	+ 6
More than half of past year's teachers know student by name	64	73*	85**	+12**
More than half of faculty seem genuinely interested in students	54	66**	87**	+21**
Very rarely or never were grades based on irrelevant factors rather than on quality of work	61	54	77**	+23**
Most instructors accept or encourage reasonable student dissent	68	72	87**	+15**
Felt all instructors were sufficently competent in their fields	38	36	62**	+26**
Quite or extremely satisfied with opportunities to talk with professors	46	55*	74**	+19**

[1] Asterisks beside scores in these columns indicate that the Hiram sample is significantly different from the National norm group.

* $p < .05$
** $p < .01$

CSQ2 SATISFACTION WITH ADMINISTRATION SCALE

	National Norm Group	Hiram[1] Frosh May '69	Hiram[1] Frosh May '70	Difference-1970 minus 1969
Approximate N =		179	155	
Agree--most campus rules are logical and necessary	62%	62%	73%*	+11%
Disagree--this college has too much authority over student life	52	66**	85**	+19**
College's deans are most often helpful than not	60	67	81**	+14*
Students impression of the courtesy and efficiency of college's administration was positive	52	59	80**	+21**
At least fairly satisfied with college's assistance with educational and vocational plans	52	55	63*	+ 8*
Students have at least a moderately strong voice in formulating regulations	44	79**	81**	+ 2
At least reasonably satisfied with perceived fairness in enforcing rules	66	56*	62	+ 6
Disagree--college treats students more like children than adults	60	76**	87**	+11*
Students feels there are weak or no inappropriate external pressures on college	62	46**	57**	+11*
Student feels that policies on attendance are mostly appropriate	69	72	90**	+18**

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[1] Asterisks beside scores in these columns indicate that the Hiram sample is significantly different from the National norm group.

* $p < .05$
** $p < .01$

CSQ2 SATISFACTION WITH STUDENTS SCALE

	National Norm Group	Hiram[1] Frosh May '69	Hiram[1] Frosh May '70	Difference-1970 minus 1969
Approximate N =		139	155	
Disagree--too many students on campus are too intellectual	61%	58%	76%**	+18%**
Disagree--too many students on campus are too extreme politically	64	40**	63	+23**
Fairly satisfied or better with honesty of students on campus	65	67	69	+ 2
Fairly satisfied or better with competitiveness of classmates	69	67	73	+ 5
Fairly satisfied or better with students' concern about social issues	59	56	64	+ 8
Disagree--too many students on campus avoid controversial issues	59	57	72**	+15*
Disagree--too many students on campus are too nonconforming	77	53**	74	+21**
Disagree--too many students on campus susceptible to fads	59	59	53	- 6
Disagree--too many students on campus rely on "pull"	49	43	69**	+26**
Disagree--too many students overly concerned about social life	37	35	40	+ 5

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[1] Asterisks beside scores in these columns indicate that the Hiram sample is significantly different from the National norm group.

* $p < .05$

** $p < .01$

COLLEGE AND UNIVERSITY ENVIRONMENT SCALE

Comparisons of Freshmen, Seniors and Faculty-Staff Responses

	Freshmen			Seniors			Faculty-Staff				
	May '66	May '70	Diff.	May '66	May '70	Diff.	May '66	Sept.'69	May '66-Sept. '69 Diff.	May '70	May '66-May '70 Diff.
N=	91	315		75	59		62	85		79	
Students set high standards of achievement for themselves	49%	47%	-2%	55%	27%	-28%**	57%	56%	- 1%	31%	-26%**
Students are encouraged to criticize administration policy and teaching practices	31%	71%	+40%**	36%	73%	+37%**	62%	83%	+21%**	90%	+28%**
Most courses are a real intellectual challenge	53%	56%	+ 3%	40%	34%	- 6%	57%	55%	- 2%	50%	- 7%
Many students at Hiram develop strong sense of responsibility about their role in contemporary social and political life.	34%	58%	+24%**	32%	55%	+23%**	59%	61%	+ 2%	74%	+15%*
										N=c, 10	
Students are conscientious about taking good care of school property	36%			41%	3%	-38%**	55%			25%	-30%
Professors go out of their way to help you	75%			85%	82%	- 3%	89%			82%	- 7%
Channels for expressing student complaints are readily accessable	54%			64%	68%	+ 4%	87%			83%	- 4%
At Hiram it's important socially to be in the right club or group	23%			33%	15%	-18%*	29%			20%	- 9%
Most professors are dedicated scholars in their fields	92%			91%	84%	- 7%	62%			45%	-17%*
Most professors are very thorough teachers and really probe the fundamentals of their subjects	65%			71%	65%	- 6%	83%			64%	-19%*

* $p<.05$
** $p<.01$

ESPRIT COMPARISONS

Faculty and Staff

	Faculty			Staff			Overall		
	Sept.	May	Change	Sept.	May	Change	Sept.	May	Change
N=	66	52		17	12		85	79	
Faculty committed to purposes and ideals of the College	78%	75%	- 3%	94%	75%	-19%	81%	72%	- 9%
Administrators providing effective leadership	64%	69%	+ 5%	83%	100%	+17%	69%	75%	+ 6%
Most faculty loyal to the institution	76%	85%	+ 9%	94%	75%	-19%	80%	80%	0%
Close friendships between administration and faculty quite common	72%[1]	62%	-10%	77%	58%	-19%	73%	61%	-12%
Strong sense of community	51%	63%	+12%	65%	83%	+18%	56%	61%	+ 5%
Faculty morale is high	39%	60%	+21%**	53%	58%	+ 5%	43%	59%	+16%*
Faculty considers senior administrators to be able and well qualified	76%[1]	79%	+ 3%	83%	83%	0%	78%	81%	+ 3%
College is doing successful job of achieving its various goals		67%[1]			75%			68%	
Keyed to percent disagreeing									
Faculty infighting the rule	67%	69%	+ 2%	89%	75%	-14%	71%	70%	- 1%
Faculty turnover high	53%[1]	48%	- 5%	71%	75%	+ 4%	58%	52%	- 6%
Communication between faculty and administration is poor	52%	56%	+ 4%	47%	75%	+28%	52%	59%	+ 7%
Most faculty would not defend the College	79%	83%	+ 4%	100%	75%	-25%	83%	80%	- 3%
Esprit Scale score	7.76	8.16		9.31	9.07		8.12	8.18	

[1] Since these are all percents of the total, the percent agreeing may be misleading since there were a number of no responses.

* $p < .05$

** $p < .01$

COMPARISON FOR FRESHMEN, SENIORS AND FACULTY-STAFF RESPONSES TO ESPRIT ITEMS

	Frosh.	Sr.	Faculty-Staff	Fr.-Sr.	Sr.-Fac.	Fr.-Fac.
Faculty committed to purposes and ideas of the College	93%	88%	72%	- 8%	-13%	-21%
Administrators providing effective leadership	77%	61%	80%	-16%*	+14%*	- 2%
Most faculty loyal to the institution	88%	82%	80%	- 6%	- 2%	- 8%
Strong sense of community	42%	29%	61%	-13%	+32%**	+18%**
College is doing successful job in achieving its various goals	81%	65%	68%	-16%*	+ 3%	-13%*
(Keyed to % disagreeing)						
Faculty turnover high	41%	49%	52%	+ 8%	+ 3%	+11%

* $p < .05$
** $p < .01$

AVERAGE ENGLISH COMPOSITION AND ACHIEVEMENT SCORES
1968-69 VS 1969-70 FRESHMEN

		1968-69 Frosh.			1969-70 Frosh.			Differences		
		ACH	ENG	DIFF	ACH	ENG	DIFF	69-68 ACH	69-68 ENG	Net DIFF
Students with both ACH[1] and a valid ENG[2]	$\bar{X}$	542.79	534.24	-8.55	513.81	528.85	+15.04	-28.98**	-5.39	+23.59
	s	99.23	96.35		86.19	94.55				
	N	108	108		73	73				
All Freshmen	$\bar{X}$	551.19	498.35	-52.84**	519.09	508.28	-10.81	-32.10**	+9.93	+42.03**
	s	97.45	109.47		94.57	103.31				
	N	152	232		171	147				
All with Valid ENG	$\bar{X}$	542.79	518.59	-24.20	513.81	519.32	-5.51	-28.98	-0.73	+18.69
	s	99.23	95.77		86.19	98.39				
	N	108	199		73	133				
Number of invalid ENG			33			14				

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[1] ACH is the College Board English Achievement Test taken in the senior year of high school

[2] ENG is the College Board English Composition Test taken at the end of the freshman year at Hiram. ACH and ENG are actually different forms of the same test and are, thus, comparable.

* p .05
** p .01

COMPARISON OF THE 1968-69 AND 1969-70 FRESHMEN ON SEVERAL ACHIEVEMENT MEASURES AND PREDICTORS

	1968-69			1969-70				
	All Frosh.	Both ACH & ENG	Diff.	All Frosh.	Both ACH & ENG	Diff.	69-68 All Frosh.	69-68 ACH & ENG
N=[1]	294	108		342	73			
High School Percentile Rank in Class	72.16	70.47	-1.69	69.44	70.89	+1.45	-2.72	+0.42
SAT Verbal	533.51	549.09	+15.58	522.78	535.93	+13.15*	-10.73	-13.16
SAT Math	554.15	561.92	+7.77	549.42	544.53	-4.89	-4.73	-17.39
Predicted Grade Point Average	2.3354	2.3379	+.0025	2.3542	2.4830	+.1288*	+.0188	+.1451*
SAT English Achievement (High School)	498.35	534.24	-8.40	519.09	513.81	-5.28	-32.10**	-28.98*
SAT English Composition (Freshman year)	498.35	534.24	+35.89**	508.28	528.85	+20.57*	+9.93	-5.39

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[1] Because some students in the "All Frosh." groups were missing one or more measures, the specific N's are less than 294 and 342. For the 1968-69 group they are, respectively: 290, 290, 288, 261, 152, and 232; for the the 1969-70 group they are, respectively: 338, 338, 336, 334, 171, and 147.

SURVEY OF COLLEGE ACHIEVEMENT (SCA)

	Frosh Sept.'69	Soph. May'69	Fr.-Soph. Diff.	Seniors May '69	Soph.-Sr. Diff.	Fr.-Sr. Diff.
N =	341	234		234		
English Composition	47.6	51.5	+3.9**	54.8	+3.3**	+7.2**
Humanities	51.0	54.5	+3.5**	57.5	+3.0**	+6.5**
Social Science & History	48.2	51.9	+3.7**	57.1	+5.2**	+8.9**
Natural Science	48.9	52.3	+3.4**	53.2	+0.9	+4.3**
Mathematics	49.8	50.7	+0.9	50.8	+0.1	+1.0

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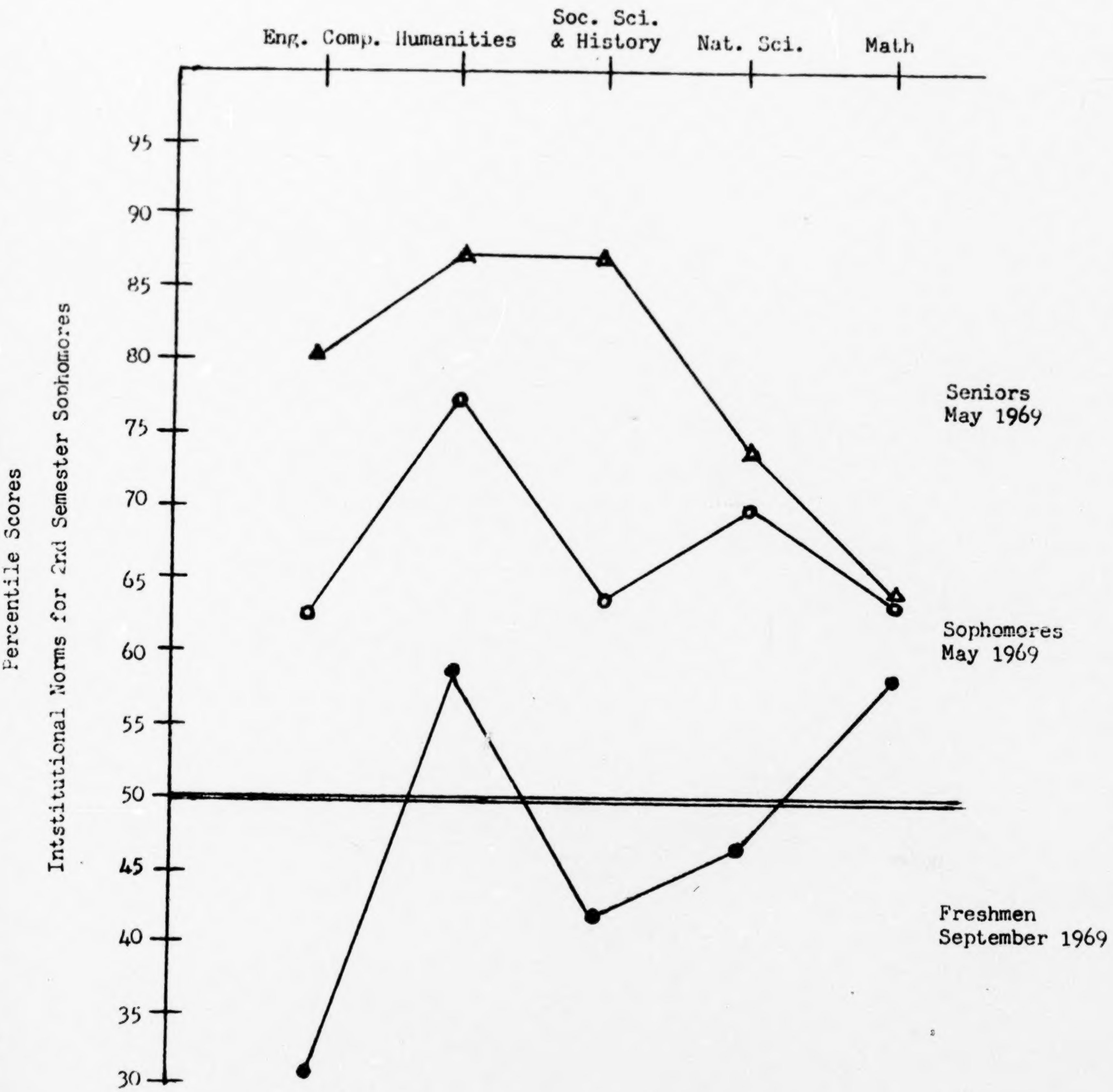
* $p < .05$
** $p < .01$

SURVEY OF COLLEGE ACHIEVEMENT

1969—May & September



COLLEGE STUDENT QUESTIONNAIRE SCALE SCORES

Comparison of 1968-69 Freshmen with 1969-70 Freshmen

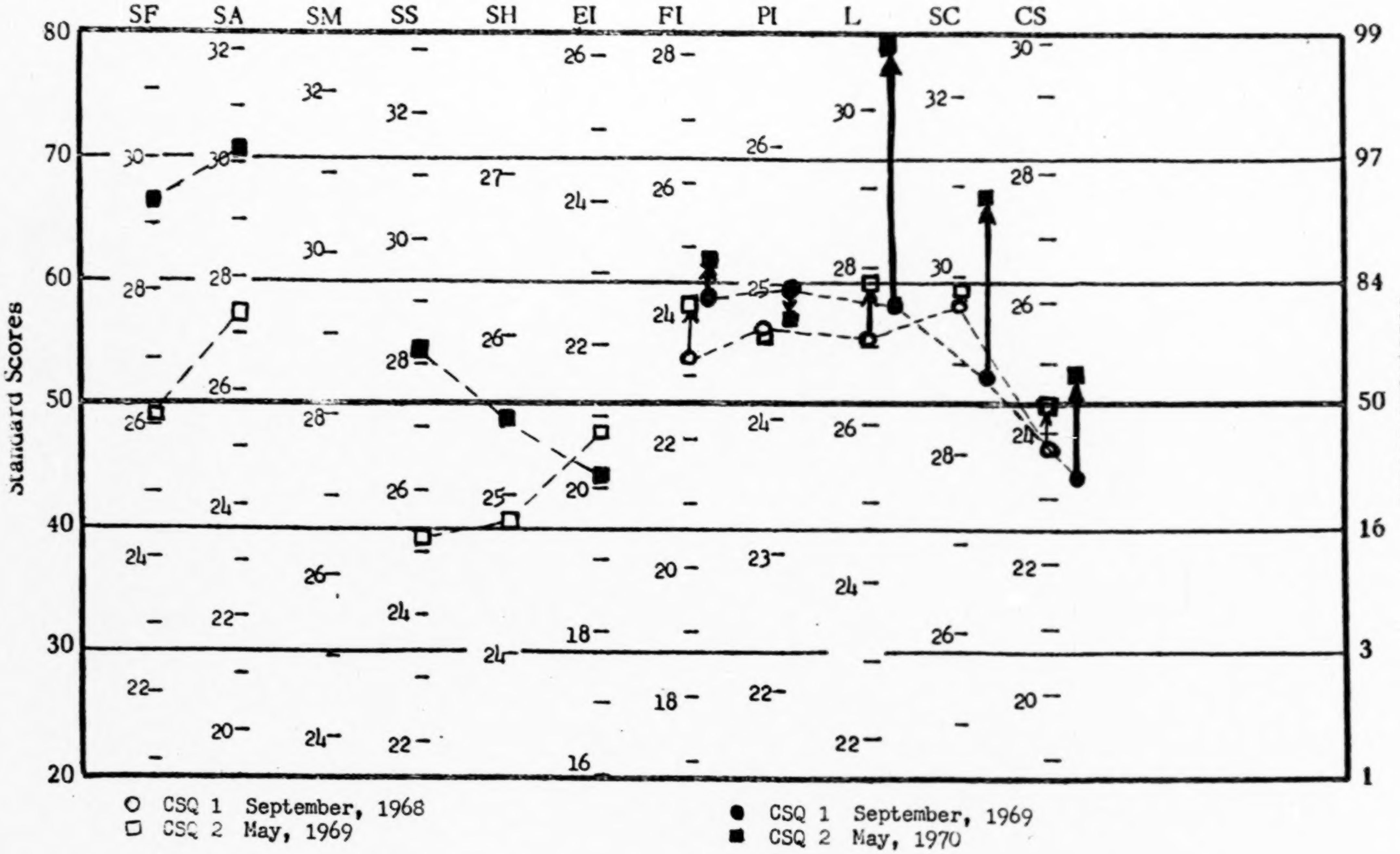
	National Comparison		1968-69								
	New Fr.	May Fr.	Sept.[1]	May	Sept.-May Change	Sept.	May	Sept.-May Change	Sept.'68-Sept.'69 Change	May '68-May '69 Change	Net Diff.
N=			c300	c225		c310	c150				
Family Independence	20.75	22.16	23.31**	24.05**	+.74	24.06**	24.80**	+.74	+.75	+.75	0
Peer Independence	23.87	23.98	24.62**	24.61*	-.01	24.95**	24.63*	-.32	+.33	+.02	-.31
Liberalism	25.53	25.86	27.05**	27.88**	+.83**	27.51**	30.79**	+3.28**	+.46	+2.91**	+2.45**
Social Conscience	28.12	27.98	29.67**	29.85**	+.18	28.88**	30.86**	+1.98**	-.79*	+1.01*	+1.80**
Cultural Sophistication	22.36	23.51	23.80**	24.45**	+.65	23.18**	24.73**	+1.55**	-.62	+.28	+.90
Family Social Status	29.53		35.85**			34.59**			-1.26		
Motivation for Grades	26.06		24.54**			24.43**			-.11		
Study Habits		25.22		24.84			25.54			+.70	
Extracurricular Involvement		20.84		20.81			20.03*			-.68	

[1] Asterisks beside a September or May score indicate that the Hiram sample is significantly different from the national norm group.

* $p < .05$
** $p < .01$

COLLEGE STUDENT QUESTIONNAIRE

Comparisons of 1968-69 and 1969-70 Freshmen
Upperclass Institutional Norms



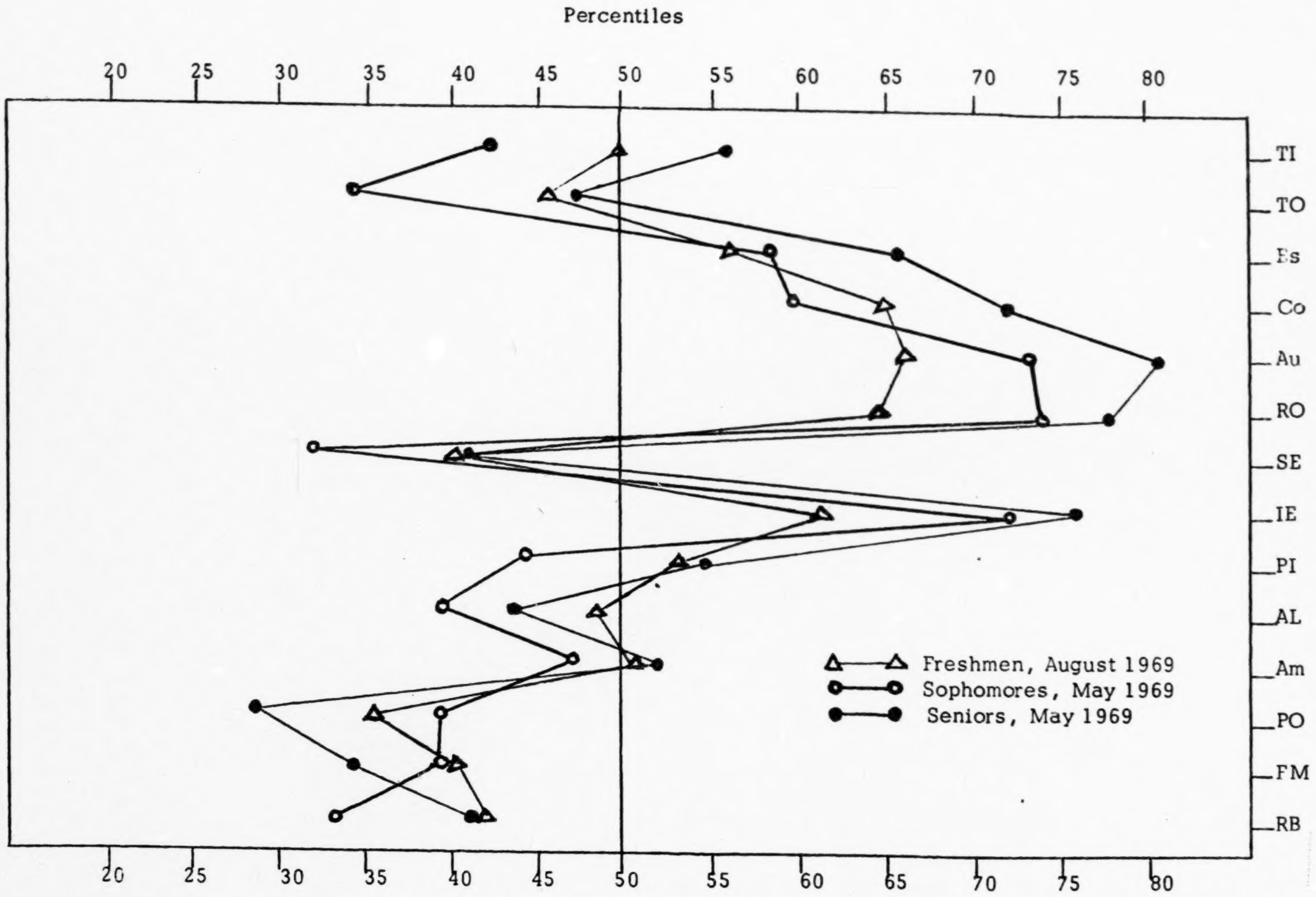
OMNIBUS PERSONALITY INVENTORY

Summary Data for Hiram College Students
May and September 1969

	Soph. 5/69			Sr. 5/69			Frosh. 8/69		
	Stand. Score	%ile	Soph-Frosh	Stand. Score	%ile	Sr.-Soph.	Stand. Score	%ile	Sr.-Frosh
Thinking Introversion	48.1	42%	-1.8*	51.4	56%	+3.3**	49.9	50%	+1.5
Theoretical Orientation	45.8	34%	-2.9**	49.3	47%	+2.5**	48.7	45%	+0.6
Estheticism	52.0	58%	+0.6	54.0	66%	+2.0*	51.4	56%	+2.6**
Complexity	52.4	59%	-1.2	55.7	72%	+4.3**	53.6	64%	+2.1*
Autonomy	56.1	73%	+2.3**	58.7	81%	+2.6**	53.8	65%	+4.9**
Religious Liberalism	56.4	74%	+3.2**	57.8	78%	+1.4	53.2	63%	+4.6**
Social Extroversion	45.4	32%	-2.1*	47.8	41%	+2.4*	47.5	40%	+0.3
Impulse Expression	55.7	72%	+3.1**	57.2	76%	+1.5	52.6	60%	+4.6**
Personal Integration	48.6	44%	-2.2*	51.0	54%	+2.4*	50.8	53%	+0.2
Lack of Anxiety	47.1	39%	-2.5**	48.3	43%	+1.2	49.6	48%	-1.3
Altruism	49.2	47%	-1.0	50.6	52%	+1.4	50.2	51%	+0.4
Practical Outlook	47.3	39%	+0.8	44.2	28%	-3.1**	46.5	36%	-2.3**
Femininity-Masculinity	47.3	39%	-0.2	46.0	34%	-1.3	47.5	40%	-1.5
Response Bias	45.6	33%	-2.4**	47.8	41%	+2.2*	48.0	42%	-0.2

* $p < .05$
** $p < .01$

Omnibus Personality Inventory



APPENDIX 15

PUBLICITY ABOUT THE HIRAM CURRICULUM

Ravenna Record Courier April, 1970

Hiram gets $110,375 grant

HIRAM — Hiram College has received a $110,375 grant from the National Endowment for the Humanities to help carry out its new curriculum program which has received national attention.

Outright funds of $60,375 plus $50,000 in matching funds will be for use in the next two years. Half of the matching funds — $25,000 — will be provided by the college.

Hiram was one of seven institutions listed in the April issue of "Changing Times" as schools which have modernized their programs to meet changing needs.

The magazine article notes that Hiram reduced its requirements in majors and replaced its traditional freshman program by tutorials and a common lecture course.

The two-week Freshman Institute initiated last year at Hiram stresses communications skills. A new year-long course for freshman, "The Twentieth Century and Its Roots," examines present-day problems and their historical roots.

Hiram also replaced traditional majors with areas of Concentration which are clusters of related courses crossing departmental lines and making the curriculum more flexible.

President Elmer Jagow credited Dr. George Morgan, Hiram College planning coordinator for his work on the new curriculum program and in preparing the proposal which resulted in the grant.

The National Endowment for the Humanities is an independent agency of the government established five years ago to support scholarship and education in the humanities.

Other national publications which have cited Hiram's program include the Christian Science Monitor, Saturday Review of Literature, The Chronicle of Higher Education and United Press International.

Ravenna Record Courier February, 1969

Hiram Receives Grant For New Curriculum

HIRAM — A revamped curriculum program at Hiram College eliminating majors and stressing freshmen orientation received a $60,000 boost from the National Endowment for the Humanities. The grant to Hiram was the largest of 40 awarded to 38 colleges and universities and two other educational associations.

Some $30,000 has been made available in direct support. An additional $30,000 was offered, provided Hiram College produces matching money.

The National Endowment for the Humanities is a federal agency dedicated to the support and strengthening of the study of the humanities and related social sciences.

The new curriculum, to begin next fall, features a two-week Freshman Institute before the start of classes in the fall to stress creativity and self expression in workshop-type sessions.

Meeting with a professor in small groups of 10 to 15, the students will learn what is expected of them at Hiram. Individual thought. and research will be emphasized with the idea that learning is more than repeating what is read in a textbook.

After regular classes start, freshmen will meet in groups of 10 to 12 with a professor who will also be their advisor. At these Freshman Tutorials, possibilities for the future will be discussed and the emphasis will be on broadening horizons and stimulating thought in areas of mutual student-teacher interest.

All freshmen will also meet as a group in a common course called "The Twentieth Century and Its Roots."

In this class, the college will use many facilities in the examination of the major problems and issues of the day such as racism, poverty and urban blight.

Guest experts, campus lecturers, films, panels, debates and many other devices will be used to stimulate thought and discussion. Traveling plays and concerts will also be brought in to supplement other materials.

During upperclass years under the new Hiram program, each student will be required to choose at least three Interdisciplinary Courses from a number which will be available.

These courses will be taught by two or more professors from two or more departments, discussing different facets of the same problem or topic. In many cases these courses will replace the often-dull introductory courses required of students in areas of study other than those of their major interest.

Instead of majors, the new Hiram curriculum will emphasize "areas of concentration" made up of clusters of related courses.

Ravenna Record-Courier, Ohio
June 10, 1969

Along the Way

Hello folks!

U. S. Senator Stephen Young is hailing Hiram College as the first college in the nation to produce an answer to student demands for more meaningful modern education.

In September, Hiram will introduce a major year-long course, "Twentieth Century and Its Roots," as a requirement for all freshmen. Hiram officials already have arranged for nationally known experts to meet with students and discuss current topics such as student alienation, poverty, civil liberties, pollution and prevalent confusion over moral values. Filmed interviews with Malcolm X, James Baldwin and the late Dr. Martin Luther King, Jr. will be shown.

"Were President Garfield, a famed Hiram alumnus, alive today, he would no doubt rejoice that other university presidents, including Stanford of California, have written Hiram expressing interest in this program," Senator Young says in his column from Washington.

Young predicted other colleges will copy the Hiram program.

Cleveland Plain Dealer
June 11, 1969

Lesson From Hiram

The common complaint by student protesters everywhere that higher education has failed to keep up-to-date has been heard and heeded at Hiram College.

As a result, Hiram's new course on "The Twentieth Century and its Roots," a requirement for all freshmen beginning in September, should be an answer to the critics.

Hiram's approach to updating includes filmed interviews with such persons as writer James Baldwin and the late Rev. Dr. Martin Luther King and Malcolm X. It also features discussion to be spurred by visitors to the campus who are knowledgeable about such things as poverty, moral values, civil liberties and pollution.

Hiram's offering should be worth the attention also of educational institutions which have not yet found ways to answer their critics.

Christian Science Monitor

Trends . . *Saturday, May 17, 1969*

How relevant can a college get?

This fall Hiram College in Hiram, Ohio, will introduce a new yearlong course for freshmen called "Twentieth Century and Its Roots."

It's the administration's answer to student demands for more meaningful education.

Nationally known experts will meet with freshmen on such current topics as civil rights, student alienation, poverty, pollution, and the current confusion over moral values.

Among learning materials to be used will be filmed interviews with the late Rev. Dr. Martin Luther King Jr. and Malcolm X, and with James Baldwin.

Several other universities, among them Stanford, are looking into freshman programs similar to Hiram's.

Saturday Review
March 15, 1969

Academic Innovation

IN THE FACE of the "knowledge explosion," student unrest, and the demands of black students, college educators have begun to reconsider the structure and content of their tradition-bound curricula. Recent efforts emphasize interdisciplinary study, a flexible individualized curriculum, and a closer working relationship between professor and student. Particular stress has been placed on revising the freshman year.

Last month at Stanford University, the Study of Education at Stanford (SES), reporting on its two-year examination of undergraduate education, proposed: a freshman tutorial in which a professor would work closely with a handful of students, a minimal number of required courses, more interdisciplinary work, and strengthened counseling. Vice Provost Herbert Packer, chairman of the study committee, said the members were "profoundly convinced that the key to changing the cognitive style of students, of making college a distinctively adult experience, lies in the freshman year."

Educators elsewhere seem to agree. Hiram College in Ohio has developed a two-week summer orientation program in which all freshmen, thirty faculty members, and thirty upperclassmen discuss a subject of major concern. The traditional freshman program has been scrapped for tutorials and a common lecture course, "The Twentieth Century and Its Roots."

OFFICERS AND MEMBERS OF HIRAM COLLEGE ALUMNI COUNCIL

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Robert Bloom, '40, Warren, Ohio
Charles Kidder, '49, Akron, Ohio
William W. Ward, '41, Newbury, Ohio

EDITED BY:
Hiram College
Alumni Office,
Public Relations Department

Hiram College Alumni
Magazine
Fall 1969

'New Curriculum Merits Your Support'

In June of 1969, Senior Editor George B. Leonard, of Look Magazine authored an article titled "Beyond Campus Chaos, a Bold Plan for Peace." The article outlined needed changes in all areas of the College-University.

Commenting on curriculum, Mr. Leonard said "Today's curriculum cheats the students by splitting off thought from action, mind from body, intellect from feeling . . . "A student must have a chance to practice the art of putting thought and action together . . . The test of this education will be not a student's ability to verbalize, but the way he lives."

Last week James Reston in his New York Times syndicated column noted that Harvard University is asking, in private, "Whether it's past assumptions about authority, faculty, admissions, courses of study, are really relevant to the problems of the 1970s."

IN MY JUDGMENT, one of the reasons for the existence of Hiram College is its high potential for adaptability and response to change. Hiram College, by instituting its "New Curriculum", seems to be well on its way toward evolving a thoughtful and timely adaptation to tomorrow's society.

The New Curriculum is the first occasion large amounts of students and faculty time have been directed in shared inquiry, into areas of current concern, in the academic setting.

The need of the student to understand, in a personal way, the climate of these clamorous days, "The Twentieth Century and its Roots," and make a meaningful response is surely at the heart of a long Hiram tradition.

IF WHAT I HAVE DESCRIBED for you Old Grads seems too far out or too much of a change, let me remind you that Hiram graduates and friends of Hiram have sought, through many college generations to be responsible to the human community.

The degree of this responsibility is reflected in the contribution made in a wide variety of professions and vocations and in the inspiring way in which many alumni are human resources in that community. It seems to me that the "New Curriculum" is in the same tradition.

I FEEL THE New Curriculum is deserving of your enthusiastic and general financial support. Please begin the new year by sending a check to New Curriculum, Development Office, Hiram College, which could insure the financial success of the new program. What better way could you start the 1970s than by keeping your College moving ahead to fulfill today's educational needs for her students.

Sincerely,

Arthur B. Crandall

President
Alumni Council

THE PLAIN DEALER, MONDAY, OCTOBER 6, 1969

Hiram Gears New Course Towards Student Freedom

By DEENA MIROW

Staff Writer

HIRAM — Those who want to know what today's students mean when they call for "relevant education" will find the answer at Hiram College.

"Relevant" is only one of many adjectives which has been used to describe the innovative "new curriculum" which the small liberal arts college, 35 miles north of Cleveland, introduced this fall.

The curriculum is the result of two years planning by all segments of the campus community. It includes six basic parts—the freshman institute, the freshman colloquium, the 20th century and its roots, areas of concentration, interdisciplinary courses and activity units.

"The idea is to make learning more flexible and exciting, to demonstrate the broadness of knowledge rather than package it in little boxes called courses," explained Hiram President Elmer Jagow.

THE CURRICULUM was based upon the premise "that by giving students more freedom and more responsibility, along with the opportunity for more individual faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish."

Freshmen quickly were immersed in the "new curriculum" when they arrived on campus last month for a two week freshman institute which was geared to emphasize creativity and self-expression.

The students spent as many as 14 hours a day discussing books, viewing thought-provoking movies, listening to panel discussions and lectures on communication and related subjects, participating in human relations laboratories and writing four papers.

The 350 freshmen divided into 26 small groups, each with a faculty adviser, for many of the projects, including the filming of a movie.

Each group was given an "almost foolproof" camera and eight minutes of film. The students could produce any kind of movie they wished as an exercise in organization, clear relationships, coherence and communication.

MOST STUDENTS and faculty found the institute worthwhile and said it achieved its goals—stressing the importance of effective communication, pointing out the need for creativity and imagination, breaking down traditional faculty-student barriers, giving the students an idea of what their education should be like and orienting them to the campus and its facilities.

Now that the institute is over, freshmen are participating in two other programs—the colloquia and a course in the twentieth century and its roots.

The colloquia are courses which center on a particular theme or topic, but are not introductory courses to a particular academic discipline. They place emphasis on the personal dimension of learning and on effective reading and writing and serve as "an introduction to scholarship in the liberal arts tradition."

Freshmen must take two colloquia during their first year on campus. Each colloquia will have 10 to 12 students. The 30 topics slated for the first quarter include "The Daemonic Side of Man"; "Privacy: Personal and Public".; "The Impact of Twentieth Nazi Germany on Twentieth Century Though and Experience"; and "Education: Can It be Made Democratic?".

"The Twentieth Century and Its Roots" is a year-long course which will examine contemporary issues such as alienation, racism, nationalism, imperialism and the population explosion.

EACH TOPIC will be introduced with a statement of its importance using guest speakers, films, debates and panel discussions.

In his sophomore or junior year, the Hiram student will select a major area of concentration to which he will devote most of his time during his last two years on campus.

It may be a traditional major such as history or physics, or it may be a more individually tailored program such as Latin America studies or classical humanities.

The upperclassmen also will broaden and integrate their knowledge by taking at least three interdisciplinary courses, each one taught by at least two faculty members from at least two departments.

Along with his academic credits, the student also must receive activity units by participating in physical education, social action work, dramatics, music, writing, tutoring or some other type of extracurricular activity.

IN ADDITION to academic growth and development, there also has been physical growth and development on the Hiram campus during the past year.

Four new buildings — a $1.4-million student center, a $1.5-million humanities and social science building, $300,000 art center and a $30,000 biology station have been opened since last spring.

The Kennedy Student Center was made possible through a gift from Hiram trustee Edwin L. Kennedy and his wife, Ruth.

When Kennedy, now a partner in Lehman Brothers of New York, was a student at Ohio University in the 1920s, he recieved a $50 student loan from a fund administed by a Hiram trustee. At that time, he vowed he would someday donate money to the college which made it possible for him to continue his education.

The Frohring Art Center was built with funds donated by Mr. and Mrs. Paul Frohring and Mrs. William Frohring.

Hiram College Pushes Individual Expression

Ohio Experiment May Serve as Model of Decomputerized and Personal Approach

HIRAM, Ohio (UPI)—Hiram College Prof. John Shaw succinctly sums up today's student: "He doesn't want to be an IBM card."

The student wants to study things that interest and concern him. He seeks a closer relationship with his professors. He wants to plan his own course of study, not have it imposed on him.

Toward these goals, Hiram College this year introduced a new curriculum in which freshmen study such problems as alienation and the generation gap, professors meet their students in conversation groups of 10 to 12 and contemporary films and drama supplement lectures and the classic books.

Unique Programs

Students, freed from many rigid requirements and arid survey courses, may devise unique study programs that cut across departmental lines. They can get credit for extracurricular endeavors such as social work or tutoring disadvantaged youngsters.

The revised curriculum may serve as a model for other colleges seeking relevancy and a personal dimension to education in a day when students protest about outmoded courses and being data processed through big, impersonal institutions.

Officials of other schools, including experimental Hampshire College being organized at Amherst, Mass., have visited Hiram to study the new curriculum.

"It speaks to the whole relevance thing—and it passes muster educationally," says Robert Calk, associate dean of students.

"It is not antiriot oriented," adds Elmer Jagow, president of the 1,150-student liberal arts college, located 35 miles southeast of Cleveland.

Hiram's revised curriculum focuses on the freshman year.

New students arrive on campus two weeks before regular classes begin to participate in a freshman institute, an exhilarating introduction to college that emphasizes personal expression in a variety of media.

This year's 317 freshmen worked 12 to 14 hours a day writing themes, making speeches, viewing and discussing provocative commercial motion pictures and listening to lectures on language and communications skills. Faculty members met regularly with the students in seminar groups of a dozen or less and offered individual help as needed.

Students also produced original, eight-minute films—writing the scripts, playing the parts, manning the cameras and editing the film. One film, for example, portrayed through movements of the hands a range of human emotions. Another was concerned with waste—of time, resources and human potential. A third focused on loneliness.

Seminar-Type Classes

Once regular classes begin, the first-year students enroll in freshman colloquia. These are seminar-type classes in which 10 to 12 students and professor take an informal, conversational approach to a subject.

From course descriptions and biographical material sent to them during the summer, the freshmen pick the subject and the professor for their colloquia. The instructors also are volunteers, each having come forward with the idea for the course he wanted to teach and the manner he wished to present it. Topics run the academic spectrum: "Man and His Natural Environment," "Crisis in America," "History and Fiction," "Computers and the Mind," "Art: Image, Medium and Meaning."

None of the colloquia is an introductory survey to a particular discipline. Rather each is intended to introduce the students to liberal arts scholarship through course content that relates to his interests.

All freshmen also are enrolled in an innovative year-long course, "The Twentieth Century and its Roots," which examines contemporary issues such as alienation, racism, nationalism, the generation gap and the urban crisis. Guest lectures, films, panel discussions, dramatic presentations and small seminars with student leaders are brought into the course, along with faculty members from a wide range of departments

Grading in the institute, colloquia and "twentieth century" is on a "pass-fail" basis.

Three Subjects

Freshmen take one additional course during the two academic quarters they are enrolled in colloquia and two additional courses the other quarter. Hiram several years ago pioneered the 3-3 system in which each student studies three subjects during each of the three quarters.

Aspects of the new curriculum applicable to Hiram's upperclassmen, as well as freshmen, are the replacement of "majors" by areas of concentration and establishment of interdisciplinary courses taught by at least two professors from at least two departments.

The areas of concentration in which the students study in depth for two years may involve a single academic department or cut across departmental lines. The student may, with the assistance of his faculty adviser, devise a unique area of concentration that meets his individual interests as well as

Please Turn to Pg. 7, Col. 1

Hiram College Puts Stress on Individual

Continued from 6th Page

the college's very flexible requirements.

The curriculum revision evolved from recommendations of an administration-faculty task force and a student advisory committee.

"There was a great deal of student input," President Jagow said. "For example, class size. The students pressed hard on this. They said, once you go past 15, you might as well go to 90."

The result was that the freshman institute, the freshmen colloquia and other courses are organized in groups of 10 to 12 students.

"I think the students feel a considerable sense of authorship and responsibility," Jagow said

Seminar Groups

Prof. Shaw, director of the freshman institute and leader of one of its 26 student seminar groups, sat with his dozen students in a circle of chairs talking about Charles Dickens and what he has to say to today's world.

Moderating a discussion of Dickens' 1854 novel "Hard Times," Shaw referred to one character who appeared to emerge as a successful self-made man and of another who failed to rise from poverty. The point Shaw, an English professor, was making was that the character who made it had some social assets going for him while the one who didn't had only liabilities.

"Does this have any relevance to the blacks in the ghetto or the people in Appalachia?" Shaw asked After an animated discussion, the group of students appeared to agree that Dickens' commentary on 19th century England has applications today.

Shaw ended his discussion by telling his students where he would be for the remainder of the day and encouraged them to seek him out if they needed help with a theme that was due the next day.

Discussing the close relationship with students and the emphasis on communication, Shaw said, "We've had freshmen who come here and never say a word in class for four years. They let the more articulate and verbose take over.

"Now we feel we have an opportunity to set them talking and if they get started, they'll continue."

He said he expects continuing effects from having faculty members from all departments participating in a program that dwells on expression.

"I don't think any of our professors can read a theme or paper any more without noticing weaknesses in presentation," Shaw said.

Intimate Classes

The initial reaction of students to the new curriculum was positive. And there was another observable effect—the enthusiasm of the faculty members, young and old, artists and scientists, who put their small groups of freshmen through their initial paces. Language teachers guided film makers, mathematicians conducted discussions of literature, scientists evaluated oral and written communication.

Reacting to the close contact with faculty members and the intimate class size, freshman Fred Nadel of Little Falls, N.J., said:

"If they lectured at us in groups of 300 we'd be so cold in three days, we'd be unreachable after that."

Richard Cummings of Windsor, Vt., who attended high school in Waukegan, Ill., said he found the small classes and access to faculty members "impressive."

"I went to a very large high school. We didn't have this kind of rapport."

THE NEIGHBORS By George Clark

"Oh, my husband felt he was getting too old to keep on teaching college. So he grew that beard and now people take him for a student."

Los Angeles Times
Monday, Oct. 13, 1969

Christian Science Monitor November 15, 1969

Revised curriculum stresses current issues

Special to The Christian Science Monitor

Hiram, Ohio

A bearded student filmmaker zooms to two men hand wrestling. His lighting technician adjusts a fierce beam aimed at the subjects in conflict.

The students are freshmen at Hiram College. And film was only one of the media used in a precollege institute held this fall to prepare the incoming class for the demands that the college years will put on their communication skills.

The 347 participants in the two-week Freshman Institute gathered in advance of the rest of the Hiram student body. They wrote a series of four papers, gave speeches, listened to lectures on language and communication, viewed provocative commercial films, including "Blow Up" and "Juliet of the Spirits." And they made their own silent movies. The sessions kept them busy 12 to 14 hours a day.

The institute is only one of several aspects of the complete overhaul Hiram has done on its college curriculum. The changes are the result of a two-year study by faculty and student committees. And now that it is getting its first run, similar committees are watching it closely for needed improvements.

When classes began, the freshmen continued their small-group relationship with professors by meeting in new groups of 10 to 12. Called "freshman colloquia," the groups represent a second facet of the changes at Hiram. Each colloquium has a different theme, but all emphasize self-expression and self-understanding.

Hiram's president, Elmer Jagow, hopes the colloquia will help "students adjust to college-level work more readily and, hopefully, raise their academic and career aspirations.

"More than that," he adds, "the give-and-take of the colloquia will enable the leaders to gain firsthand knowledge of [students'] abilities and ambitions. And this will be invaluable in counseling the students who, under the new curriculum, will be designing their own individual academic programs."

Students chose what colloquia they wished to attend after reading a description of the background and interests of the instructors as well as of the content of courses available.

During either the winter or spring quarter, each freshman will take a second colloquium with a different professor and a new group of students.

A third change in the freshman offerings at Hiram, a course called "Twentieth Century and its Roots," involves the whole of the freshman class for the entire first year.

The students are covering the gamut of topics of current concern, from socialism and communism to racism and poverty, war and revolution. Nationally known guest speakers, campus lecturers, films, panel discussions, and plays and concerts are being used to explore the contemporary scene.

The rest of the Hiram community isn't left out of these events. Sessions are scheduled at times when all interested members of the campus community can attend. Small discussion meetings follow the large-group assemblies.

"Twentieth Century and its Roots," like all other freshman courses, is taken on a pass/fail basis.

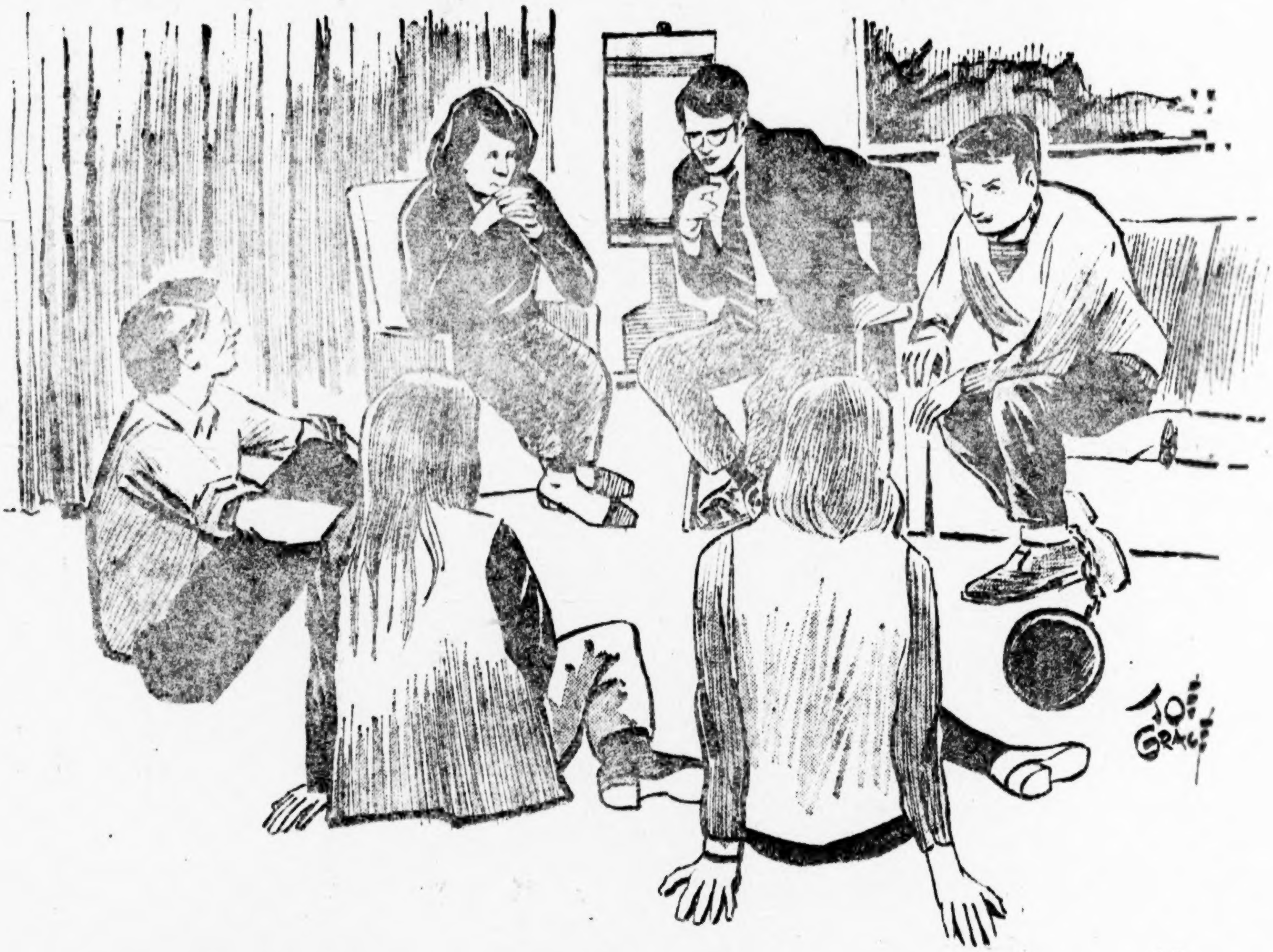
When the new breed of Hiram students become upperclassmen, they will have more new programs awaiting them. Interdisciplinary courses replace most of the survey courses usually dished out to students taking work outside their major field.

Instead of traditional college majors, Hiram students now select areas of concentration or clusters of related courses which cross departmental lines. Under this plan students are required to take no more than 10 courses within a single department. They may, however, select additional courses in the area as electives.

The new curriculum has the effect of reducing the number of graduation requirements. Therefore students can shop around more than under the traditional system. Many electives can be taken early in the student's academic career when he still has time to switch academic goals as he develops new interests.

Sunday, February 22, 1970 Akron Beacon Journal

Hiram Is Making Education Personal, Meaningful



By **HELEN CARRINGER**
Beacon Journal Education Writer

A young man in blue jeans was stretched out on the floor, his head propped on one hand.

A Ball and Chain Club pledge, dragging the appropriate symbols on his ankle, sat on a sofa beside one of the five girls in the class and a student assistant took his place on the floor.

With the arrival of the professor in the small, carpeted room of an old home on the Hiram College campus, the informal gathering was complete. An almost deadly serious analysis of Marcusian philosophy began.

JIM PAUL listened intently, then rose from his horizontal position and sat up. He admitted he was confused, but he had something to say:

"I don't think man is inherently selfish or inherently anything else. I think he's mostly created. Most freedom and most liberation lies in the mind. This bugs me about Marcuse (Herbert Marcuse, Marxist philosopher). Liberation through revolution — at least in physical terms — is kind of absurd."

Dr. William D. Carrell, Hiram professor and chairman of the education department, waited for Jim to contiue.

"I agree with all the indictments of social systems Marcuse is talking about, but it seems to me his idea of resisting and liberating the spirit isn't an answer. I think he's a fraud. He's not out in the streets fighting for anything. He's in San Diego, basking under a conservative sun."

DR. CARRELL bridged a silence with one brief comment:

"Marcuse would agree with you that freedom is a quality of mind — and so is slavery."

The two hours of probing, questioning, analyzing called for deep thinking and serious study on the part of the freshmen. This was the kind of weighty stuff most college students, including those at Hiram, might have expected to wade into in their junior and senior years.

BUT Dr. Carrell's colloquium on "Voices From the Left" is typical of the fare freshmen are getting in a completely revamped Hiram curriculum.

The program has pierced just about every barrier that ever packaged, restricted and frustrated both professors and students in the traditional pattern of studies.

It is Hiram's way of making education personal and meaningful for young people who are demanding answers to their questions.

HIRAM plunged its freshmen deep into college life and its objectives in a two-week institute at the beginning of the year.

During those two weeks, groundwork was laid for immediate serious study in fields which attracted and interested the student in a choice of 30 group discussions.

In its new program, Hiram substituted a full-year course, "The 20th Century and Its Roots," and the talk sessions for the usual survey or introductory courses offered freshmen.

THE HEART of the program is the colloquium, required the first quarter and one of the two remaining quarters of the first year.

'You explore broad aspects of a subject'

Each colloquium is limited to 12 students. Some have had as few as eight.

The professor in the freshman's first colloquium becomes his adviser for as long as it takes the student to decide on an area of concentration. Classes meet at least twice a week, generally more.

Many a dialog has gone on for hours in the living room of the professor's home. Time, place and number of meetings depend not on a fixed schedule but convenience of those involved. The student-faculty relationship is a close one.

SO FAR the program has worked well. Dr. Robert L. Watson, director of the freshman colloquium program, does not anticipate any major changes next year.

Watson is no pipe-smoking, tweedy, easy-going ivory-tower philosopher. He IS quiet and studious in appearance, but intense in his deep involvement with student programs and obviously eager to see them move forward.

THE WHOLE freshman plan demanded a regrouping of forces to make possible the small classes and individual attention. This was done, not by enlarging the faculty, but by offering the "20th Century" course to the freshmen in one large group — all 350 of them.

Outlines of the Hiram proposal were so acceptable to the National Endowment for the Humanities (NEH), it awarded the college a $90,000 planning and development grant.

Part of the money is being used to bring outstanding lecturers — men from Oberlin, Duke, Brown, Macalester, colleges and universities all over the country — and pay for films and concerts for major presentations. Each of the 14 broad subjects dealing with such things as alienation, racism, nationalism, population explosion, are covered later in small discussion groups.

MUCH of the reading and work involved in "20th Century" relates directly to work in the discussion groups. No professor or student can keep one discipline such as English or sociology boxed and separate from all others.

The program has opened new dimensions to professors as well as students. Some of its advantages are obvious.

Dr. Paul Gustaphson, chairman of the sociology department, said, "I can spend two or three days on something I could only allude to in an ordinary course where you barely have time to open the door.

"When you have 12 students for 11 weeks, you can really explore broad aspects of a subject."

And Dr. Watson added:

"If a student is ready to do additional work, you can cut him loose and let him go."

PROFESSORS have a real interest in what they are teaching because they hand-tailor the courses. If their proposals are not acceptable to a faculty review group, they are not offered. If they are not acceptable to students, they won't survive very long.

Topics themselves are intriguing: Evolution and Modern Man, The Jew in America, Modern Man's Search for Himself, Environmental Design, Science and Society, Religious Experience and Expression, and many others.

There is even a colloquium on "Love," with reading from Plato, the Bible, Freud and de Rougement required.

ABOUT the only thing not included — much to students' delight — are quizzes and exams. But there's plenty of writing. In "First Person Singular," a colloquium taught by Dr. John Shaw of the English department, students were asked to write a 100-page typewritten autobiography.

Dr., Shaw tried it himself first to be certain it wasn't too big an order.

"These students have a lot to give and we want to begin tapping it," he said. "They have a fresh viewpoint.

"I've been here 15 years," he added. "I don't think there has ever been this kind of stimulation. Things are warmly intellectual."

STUDENTS themselves, in an evaluation of the new program, indicated its strengths. They liked the interaction among students. They felt they learned more. Most felt their understanding of contemporary society and issues had increased.

Hiram's dynamic president, Elmer Jagow, said the program deals more with what the student can and wants to learn rather than what the professor can and wants to teach.

It helps to "ignite" the young people, he said, and to deal with their sense of urgency as expressed in that old freshman prayer: "Dear Lord, teach me patience — immediately."

Akron Beacon Journal
Sunday, February 22,
1970

"What's the answer to campus unrest?" asks Mr. Lloyd Stoyer of Hiram College in introducing this article about a new curriculum at Hiram. Certainly the curriculum is not the only answer to his query, but it is a vital factor. Both Hiram and Southwestern at Memphis have come up with new curriculum offerings designed to challenge the freshman: greater emphasis on independent study, close freshman-faculty communication, individually tailored courses. Mr. Stoyer describes the plan in operation at Hiram, and in the article following, Mr. Loyd C. Templeton writes concerning the Freshman Program at Southwestern at Memphis.

THE "NOW" CURRICULUM AT HIRAM

Lloyd Stoyer
Director of Public Relations
Hiram College

What's the answer to campus unrest?

Some colleges and universities have tried calling in police. Others have taken tough legal action. A few just sat tight until the disorders bogged down and died.

But Hiram College in Ohio has taken some positive steps to get at the roots of the issues which have been causing dissent on U. S. campuses.

A new "now" curriculum put into effect this fall is designed to fit the needs of today's college students.

Already it has received national publicity and evoked strong interest from colleges and universities across the country.

Ohio's U. S. Senator Stephen Young has hailed it as a positive step toward peaceful change on the campus.

The "now" curriculum puts more flexibility into the traditional study program and more relevance into college courses.

It provides small classes of 10 to 12 students in the freshman year when young people need them most and makes possible individually-tailored courses designed to fit each student's individual needs.

The new program starts with a two-week Freshman Institute before regular classes begin in September.

In this program, groups of 10 to 12 students meet with a professor to learn what college is all about. The emphasis is on creativity and self-expression, both written and verbal.

Each group of students will use video tapes and tape recordings and each group will write, produce and act in a movie as a means of self analysis.

When regular classes begin, groups of 10 to 12 students with generally similar interests will meet with professor-advisors.

These classes, called Freshman Colloquia, will meet for two quarters of the freshman year.

Object will be to decide on goals in life, to broaden perspectives, read and talk about things of mutual interest and freely exchange ideas in a substantive, but informal, atmosphere.

"In many colleges and universities students don't have the opportunity to meet in classes this small until they are upperclassmen or graduate students," Hiram College President Elmer Jagow points out.

"We think there is a need to establish a close relationship with students early and to maintain it throughout their academic career."

Freshmen as a group will take a course called "The Twentieth Century and its Roots" which is designed to take a comprehensive look at the problems of today such as racism, poverty and the population explosion.

This class will meet throughout the freshman year and use guest experts, campus lecturers, debates, films, plays, concerts and panels to explore current issues and their backgrounds.

These class sessions will be followed by small group discussions to add relevance to the larger sessions.

As upperclassmen, each Hiram student must choose at least three team-taught courses exploring a number of facets of large topics such as war and revolution.

To broaden the approach, the Interdisciplinary Courses will be taught by two or more professors from at least two departments.

Those who choose may take a traditional "major" course of study at Hiram, but it will also be possible for a student working with his advisor to tailor-make a course of study designed especially for him.

These "areas of concentration" will consist of clusters of related courses which cut across departmental lines.

"The idea is to make learning more flexible and exciting, to demonstrate the broadness of knowledge rather than to package it in little boxes called courses," says President Jagow.

Graduation requirements have also been made much more flexible.

No more than 10 courses will be required in any one college department, though the student may elect to take more.

And no more than 17 courses will be required in any area of concentration, leaving the student more time to sample courses in other areas.

A limited number of courses may be taken on a pass or fail basis encouraging students to sample subjects they might miss completely under a traditional college course of study.

To turn out well-rounded individuals, Hiram will also require participation in extra-curricular activities for graduation.

These "units of participation" will include physical education and a selection of activities such as dramatics, social action projects, music, writing, tutoring and many others.

Hiram, a 119-year-old institution of 1,100 students located 35 miles southeast of Cleveland, has a long tradition of successful innovation.

This is where in 1934 the widely-copied Single Course Study Plan was born. Under this program students took one concentrated course at a time for five-week periods.

The college was one of the first in

College of the Month

Hiram . . . A Study of Innovation

Why not go to a college where you can design your own education, make movies, become involved with faculty members engaged in special projects, and study the problems which face Americans today? This type of program is nothing new to the administration of HIRAM COLLEGE, which was the first to pioneer the 3-3 plan. HIRAM COLLEGE, a four-year liberal arts institution located 35 miles southeast of Cleveland, has behind it a long tradition of successful innovation.

This is where in 1934 the widely-copied Single Course Study Plan was born. Under this program students took one concentrated course at a time for five-week periods.

The college was one of the first in the country to adopt the 3-3 Study Program, still in use at HIRAM, which consists of three courses taken in each of the three quarters in the academic year.

This past fall, HIRAM instituted its latest innovation the Hiram Curriculum. Designed over a two-year period by students and faculty members working together, the Hiram Curriculum has been adopted as another significant step in adapting higher education to the needs of our times. It has already received widespread recognition in academic circles and a major planning and development grant from the National Endowment for the Humanities.

The Hiram Curriculum provides personal guidance and attention to each student's individual needs. It makes a concentrated effort to give students a realistic look at major modern problems. The curriculum offers students the opportunity to plan with their advisor an educational program tailored to fit their individual needs while still permitting the option of following a more traditional "major" program of study.

The curriculum consists of an integrated freshman program, plus a series of upperclass courses aimed at broadening and correlating the student's knowledge. Highlights of the Hiram Curriculum are:

1. The Freshman Institute During the two weeks preceding the formal opening of the school each September, the Freshman Institute provides an intensive program of study and practice in communication skills. This serves as an extended orientation course, where a faculty member works with a group of about 10 students. There are assigned readings, with discussion groups. Each student writes four carefully-evaluated essays. The entire group attends lectures, views films, and participates in panel discussions. Students use tapes for self-criticism of speeches, and each small group produces its own 8 mm movie. All freshmen are required to participate and are graded on a pass/fail basis.

2. Freshman Colloquia – When regular classes begin in the fall, each freshman continues his small group learning experience, meeting with 9 or 10 other freshmen in a Colloquium. These groups are made up of different students and professors than those which met during the Freshman Institute.

The students and their professor seek together to accomplish a number of objectives. They explore, areas of academic interest and general intellectual importance to both the students and their professor. The course is designed to serve as an introduction to a liberal arts education. In addition, the group continues to work on the development of effective written and oral communication begun in the Freshman Institute. The topic and format for each Colloquium is left to the individual professor, who allows for individual interests, skills, and even deficiencies within the group as he seeks to cultivate the students' moral sensitivity, imagination, perspective, and taste.

A variety of informal and creative techniques are employed in the Colloquia, usually in the form of group discussions, reading, writing, films, independent research, and field trips.

Students select two Colloquia, one in the first quarter and another with a different professor and group in either the second or third quarter. The professor of Colloquium I serves as the student's advisor until he selects a specific area for academic concentration. Students are graded on a credit/no credit basis, with a special program designed for those students receiving a "no credit" evaluation.

3. Twentieth Century Course – Another freshman requirement is a year-long course called "The Twentieth Century and Its Roots." The course encourages a student's involvement with the issues of the times, such as racism, war, poverty, and the population explosion. In order to explore current issues, the college offers guest experts, campus lecturers, debates, films, plays,

MODERN ACCOMODATIONS – Henry Hall, a women's residence, is one of four new dormitories situated on the northwest edge of the campus. HIRAM is one of the few small Midwestern colleges that is maintaining its financial stability.

INNOVATION'S SOURCE – This traditionally ivy-covered classroom building houses many new ideas and approaches in curriculum. Through a variety of options, the HIRAM student has a large degree of control over his educational experiences.

concerts, and panels. The class sessions are followed by small group discussions, and a further attempt at effective communication, a biweekly newsletter, is published by the students in the course to serve as a forum for student and faculty reaction to lectures, movies, etc. This course is also graded on a pass/fail basis.

4. Interdisciplinary Courses – Each student takes at least three Interdisciplinary Courses as an upperclassman. These courses are taught by at least two faculty members representing more than one department. Each course looks at several facets of a topic in a manner that is more comprehensive and broader in scope than the approach of a single discipline.

Examples of such topics include: "Man and His Environment' (biology, sociology), "Comparative Arts" (art, music, literature), and "The Nature of Time and Space" (mathematics and physics). These courses give the student a chance to observe within a single course how several disciplines converge on one topic.

Thus the Interdisciplinary Course Program exposes the student to the methods and vantage points of several disciplines. They help both student and teacher see a topic in broader terms by demonstrating the relevance of several perspectives to the understanding of a question or the solution of a problem.

5. Areas of Concentration – The Hiram Curriculum permits, but does not require, students to choose an alternative to the traditional major. A student, with the assistance of his advisor, may develop an Area of Concentration consisting of a cluster of related courses adapted to his individual needs.

If the student desires, his Area of Concentration may be much more flexible than a traditional "major" program which has been a historical feature of most college educational programs. Courses in the Area of Concentration cross departmental lines to help a student focus on his particular needs or interests.

6. Activity Units – There is an additional requirement for graduation under the Hiram Curriculum – participation in extracurricular activities judged to make the student a well-rounded person. This includes a physical education requirement and such activities as music, drama, writing, tutoring, social welfare programs, fine arts participation, and other such endeavors.

In discussing the Hiram Curriculum, HIRAM President Elmer Jagow says, "The idea is to make learning more exciting and flexible, to demonstrate the broadness of knowledge rather than to package it in little boxes called courses."

HIRAM aims to make its new program modern and relevant without sacrificing the quality of a traditional liberal arts education. When he was asked what he considered to be the key feature of the program, President Jagow pointed out, "We think there is a need to establish a close relationship with students early and to maintain it throughout their academic career."

APPENDIX 16

COMPARATIVE ANALYSIS OF THREE INTERDISCIPLINARY FRESHMAN PROGRAMS
BELOIT, HIRAM AND WILMINGTON COLLEGES

by Lewis Marcuson, Wilmington, ACE Fellow

THREE EXPERIMENTS IN INTERDISCIPLINARY EDUCATION

A study of innovative freshman programs at Beloit, Hiram, and Wilmington College.

Lewis R. Marcuson

The call for experimentation and change in the programs of American colleges has in recent years been increasingly heard. In the expanding literature of higher education there appears a recurring demand that outmoded curricula and teaching techniques be rapidly discarded and replaced by new forms, more appropriate to the needs of our contemporary society with its new breed of college student.

This interest in innovation is widely shared by college faculty, according to a research study conducted at the Center for Research and Experimentation in Higher Education at Berkeley, California, by Warren Bryan Martin and reported in his recent book, Conformity: Standards and Change in Higher Education. Of the faculty members surveyed in this study, 66 percent said opportunities for innovation were very important to them, 28 percent called such opportunities somewhat important, and only 4 percent stated that innovation was unimportant.

Despite this widespread interest, Martin concludes, actual experimentation and change are proceeding at an exceedingly slow pace, and the professors are to blame for this condition. "Faculty are inhibitors of innovation, especially in the area of curriculum," he states. "And the reason . . . is ignorance. Because faculty are unaware of what might be done, they cling to the familiar."

This judgement is based primarily upon the survey question: "In your opinion at what colleges and universities are the most promising innovation in undergraduate education taking place?" Twenty percent of those questioned did not respond at all to this item, by far the highest rate of no response in the entire survey. In addition, 17 percent admitted that they did not know enough about innovation to attempt an answer, and five percent named colleges but no innovations. The 40 percent who did list both colleges and innovations offered information that was frequently vague and inaccurate. Martin concludes: "Faculty left to their own devices to list innovative places and programs deserve low marks. . . . Curiosity about innovation is matched by ignorance of change options."

One explanation for Martin's correct conclusion, I believe, is the scarcity of useful information about specific innovative programs currently in operation. Books and periodical articles are detailed in their analysis of the shortcomings of traditional college programs and fervent in their demands that these quickly be replaced by more enlightened approaches. Useful description and evaluations of the experiments that have been conducted--particularly in terms of their shortcomings--are extremely rare. Thus faculty who are sincerely interested in developing innovative programs can find little guidance by studying the experiences of others, but must instead discover for themselves which new approaches will prove successful and which are likely to fail. This procedure of trial and error--wasteful in time, money, and morale--might well be replaced by more surefooted forward motion if only detailed information about the successes and failures of programs at other colleges were easily available.

As a recipient of a fellowship in academic administration from the American Council on Education, I had the rare opportunity, during the 1969-70 college year, to study closely the workings of interdisciplinary freshman programs at Beloit College and Hiram College, while at the same time taking part in the initiation of a similar project at Wilmington College. The strengths and weaknesses that became apparent in these three programs had many common elements, and my own understanding of the dynamics of successful innovation was greatly enhanced by my ability to compare the workings of these three curricular experiments.

I would like in the following pages to describe the workings of these interdisciplinary programs, beginning with the Beloit Underclass Common Course, and then discussing the more recently established Hiram New Curriculum and Wilmington Man in Focus program. Following this description some conclusions will be offered as to which approaches to interdisciplinary education appear most fruitful, and which present pitfalls to be avoided. This information, I hope, will aid those embarking on similar experiments at other colleges to avoid some of the hazards that will inevitably be present and to move more rapidly toward mature and effective programs.

The Underclass Common Course at Beloit College

A highly developed interdisciplinary program for freshmen is the Underclass Common Course, which has been offered at Beloit College, in Beloit, Wisconsin, since 1964. This course, which continues through the three terms and eleven months of the Beloit "underclass" year, is required of all of the college's approximately 550 freshmen, divided into classes of about twenty and led by faculty drawn from all academic departments.

This large scale program traces its ancestry to a series of academic experiments begun in the early 1950's. Its seeds can be found in the publication "Liberal Education at Beloit College" written by a faculty self-study committee under the sponsorship of a Ford Foundation grant. In this report, completed in 1953, appears an imaginative, detailed proposal for an experimental program of interdisciplinary studies.

The first step toward the implementation of this idea was taken the following year, when the freshman English program was revised to focus on four perspectives on mankind, exploring in turn the perspectives of ancient Mediterranean civilizations, the Judeo-Christian world, Asian cultures, and modern humanism. A further interdisciplinary venture was initiated in 1958, with the introduction of the Porter Scholars program for gifted students.

The adoption of the Beloit "new plan" in 1964 provided the framework for the transformation of these earlier programs into the Underclass Common Course. Under this plan, a radically new calendar divides the college year into three fourteen-week semesters, bringing new students to the campus for three consecutive terms at the beginning of their college careers, then offering them an extremely flexible five-term middleclass period which includes an off-campus work experience and the opportunity for overseas study, and finally a three term upperclass period on the campus before graduation. The Underclass Common Course, under the new plan, comprises twenty-five percent of each student's academic load during his initial year. In addition, during the upperclass period, students are required to select an additional interdisciplinary course--either "Ecology of Man in Urban America" (nicknamed "Dirty Cities") or "Revolution in the Modern World."

The Underclass Common Course, under the "New Plan", assumes the role of the previous freshman English program in developing student writing skills, ability in critical analysis, and preparation for independent study. At the same time it attempts the ambitious task of introducing students to a variety of viewpoints on the human condition. A central characteristic of the course is its "commonality" which seeks to foster a community of learning among students in the course and between students and faculty. This quality is encouraged through the use of a syllabus of reading and discussion topics developed by a

Faculty-student planning committee and followed by all UCC sections, most specifically during the fall semester and in a more flexible manner during the winter and spring-summer terms.

The general co-ordination of this complex program is the responsibility of its faculty director, who meets weekly with the faculty-student planning committee to evaluate the current state of the course and prepare the syllabus for future terms. In addition, the entire teaching staff of the course holds weekly meetings, and during the winter of 1970 a separate student committee, consisting of representatives from all of the UCC sections met to voice the views of the underclass participants and to press for desired changes.

As conceived for the 1969-70 college year, the UCC, subtitled "Man in Perspective", had a double order of development. The course materials moved from ancient to modern writings, and contrasted the idealistic with empirical views of man. Hesse's Siddhartha and The Autobiography of Malcolm X were assigned as summer background readings to illustrate the idealist-empirical polarity, as well as ways in which Western man has turned to Eastern thought for guidance. The fall term began with Plato's dialogues on the last days of Socrates, and with the Bhagavad-Gita, representing ancient Eastern and Western idealist views. Empirical attitudes were then studied in Eisley's The Immense Journey, excerpts from the writings of Darwin, Freud, Marx, and Mann, Black Rage, and the behavioral perspectives of Skinner and others. Questions of human freedom were approached through works of Sartre, Tillich, and Buber, while the scientific perspective was defined in such books as Barnett's The Universe and Dr. Einstein.

During the winter term greater openness and flexibility and a less rapid pace were incorporated into the course design. The first perspective considered was the anthropological, through Elenore Bowen's novel Return to Laughter and several brief articles. The following section, dealing with mystical and intuitive modes, had as its core text the Chinese classic of Lao Tse, the Tao Te Ching.

For study of the aesthetic mode the course departed from its primary dependence on books as a primary source and turned instead to three films of Ingmar Bergman, "The Seventh Seal," "Wild Strawberries," and "The Magician." Intended in this film festival was an illustration of how an artist can intertwine religious, psychoanalytical and existential forms of experience to create a work of art. A final integrative portion of the winter semester considered the pacifist beliefs of Gandhi, Thoreau and Martin Luther King, balanced with a second film festival of the works of the Indian director Ray. The concluding weeks of the winter term, like two preceding periods, were left open for each class to structure in its own way. A possible use of this period suggested by the syllabus was the formulation of plans for a utopian community, with conceptions based upon the ideas that had previously been studied.

The spring term of UCC prescribed a minimum of commonality through the reading of one anthology of articles concerning creativity, together with the expectation that each student would develop a project, preferably of a creative nature, during the semester. The major portion of time was set aside to be used by each class for the study in depth of some subject of general interest that had been announced in advance by the instructor or in some cases proposed and planned by a group of students. Among the widely varied titles of 1970 summer UCC sections were "Human Population Growth," "Democracy and the Arts," "The Making of a Counter Culture," "Church Renewal," and "The History of Scientific Ideas."

The educational goals and values inherent in the UCC course during its first six years of operation have been articulated by Dr. Marion Stocking, its director during half of this period, in an article written for the Beloit student magazine Environ, adapted from a talk given to the entering underclassmen in September, 1969. Discussing the impact of the course upon the faculty who take part in it, Mrs. Stocking states that because "faculty from all departments teach in this course, it is a great education for the whole community, not just the underclassmen. . . . And because of the weekly UCC staff meetings, I have a happy familiarity with faculty from outside of my department--a kind of community rare in colleges." The role of the faculty member in UCC, states Mrs. Stocking, is "to provide standards of disciplined thinking, discussion, and writing, and to bring his maturity and experience to bear on whatever subject is studied. . . . The professor should be an example of the process, not an expert: a model of how an educated man learns."

Another basic goal of UCC stressed by Mrs. Stocking is the innovative thought that should be nurtured by its interdisciplinary approach. "We need the light that breaks when the chemist and the psychologist bring their special trainings to bear upon the same problem," she states. "It can be a source of great creativity, a force our age desperately needs, this asking of questions that nobody thought to ask."

During the winter of 1970 there surfaced among some students and faculty associated with the Underclass Common Course a conviction that the time had arrived to reexamine the format of the six-year-old course, and perhaps, move it in new directions. Some of the articulate student members of the UCC planning committee and of the larger group of section representatives voiced the criticism that the course was for them too abstract and theoretical, too little concerned with the important questions that filled their thought and would shape their future lives. Adverse comments were made about some of the faculty teaching in the course who, students believed, evidenced little enthusiasm for realizing the objectives that Mrs. Stocking and others had eloquently set forth for it. Great expectations had arisen in the minds of entering students as a result of the unique conception of the Beloit Underclass Common Course, but after a semester of almost daily participation in it, many had come to consider it as little different from other high school and college courses in the approach of their instructors or the stimulation they received from their participation. There appeared furthermore to be a contradiction between the "community of learners" ideal expressed in the course description and the role actually being played by the faculty who attempted to [illegible] teaching them composition, examine them on the books read, and assign them grades.

One possible new direction for UCC was proposed by Parker Palmer, a former Beloit faculty member who had been asked to return to the campus for a brief visit in the fall of 1969 to advise the college administration on a variety of issues. In his report following this visit, Palmer proposed that Beloit create an urban institute in which students, faculty, and others could join in research activities. The Underclass Common Course, which he admitted "still worries me for its introspectiveness," might be redirected to answer the concern of students for contemporary social issues and related to the urban institute. This conception was supported and further developed by Provost William Kolb, who also suggested that the course groupings be related to dormitory living units and that UCC faculty could serve as academic advisors for students in their groups.

Following lengthy discussion by the UCC planning committee a new series of proposals were presented by Professor Dennis Moore, who will become co-director of the course in the fall of 1970. Professor Moore first speaks of the rich educational experience the course has provided during its first six years of operation. "For many students over the years," he states, " the Underclass Common Course has been one of the most valuable learning encounters at Beloit, and certain teachers have always enjoyed teaching it. Those who have consistently participated in the planning of the course have found themselves committed to its continuance and its improvement in the belief that it offers and can continue to offer a unique educational opportunity in a unique liberal arts college."

Professor Moore next analyzes the source of some of the difficulties UCC has encountered and the criticisms it has received: "But as the only required course in a required first year, UCC has been particularly vulnerable to student criticisms and as the only truly common course taught it has also been open to criticisms from faculty members for various reasons. By those who have developed a negative bias, the course can be described as one in which instructors, working outside of their fields of competence, lead students in superficial fashion through profound documents of the liberal arts culture in which enlightened discussion and intellectual dialogue seem all too often to give way to a sometimes petty emphasis on writing of a kind particularly oriented to traditional classes in freshman composition. . . and in which evaluation procedures differ so much from section to section as to make the course resemble in this respect the mass university courses which the liberal arts college opposes by definition."

To combat some of these difficulties, Dr. Moore and the planning committee have decided to reduce the course from three terms to two, thereby hopefully decreasing student restlessness and easing staffing problems. Another major innovation, proposed by Provost Kolb and adopted by the committee, will be the linking of UCC with the dormitory life of the underclassmen, with many of the dormitories to be operated on a co-ed basis. Classes will, when possible, meet in the dormitory lounges, and upperclass student assistants will play an important role in the course leadership.

The subtitle of UCC will be changed in 1970-71 from "Perspectives on Man" to "The Learning Environment," with a revised format symbolized by a series of concentric circles--an idea contributed by the student planning group. Under this new conception, the fall term will contain five units: I. The center of the circle, the growth of the self; II. The first Encounter, the family; III. The concept of love; IV. Institutional learning, focus on Beloit College; and V. Living together in a community. During the winter term, the focus of the course will widen to include the following topics: VI. Man and his country; VII. The Family of Man; VIII. Man in the biosphere; the global environment; and IX. The outer reaches of knowledge.

With these changes, a major revision in the substance of UCC will be accomplished, moving from a primary focus on the cultural heritage toward a more intense concentration on education itself, and on the human relations and social concerns of the students. In its seeking for new ways of serving the needs of present-day Beloit students, the faculty of the Underclass Common Course should be able to utilize with profit the years of interdisciplinary teaching experience that have been part of the educational history of Beloit College.

The "Twentieth Century" Course and Freshman Colloquia at Hiram College

Following two years of intensive discussion and planning, the new interdisciplinary curriculum at Hiram College was first introduced in the fall of 1969. This innovative program, which replaces the previous discipline--centered general education requirements for all students, is concentrated in the freshman year but also includes a series of upperclass interdisciplinary courses. Following a two week fall Institute on the subject of communication, the two major programs continuing through the freshman year are "The Twentieth Century and its Roots," a three-term lecture course required of all freshmen; and a series of approximately sixty colloquia on a wide range of subjects, two of which are to be selected by each new student.

The practical problem of insuring adequate faculty staffing for this major transformation of the Hiram curriculum was studied prior to its approval by Dr. George Morgan, assistant dean of the college. In his analysis Dr. Morgan projected a ratio of one faculty member for every twelve students in the colloquia, and to make this rather lavish proportion viable, a 120-1 ratio in the "Twentieth Century" in which the entire freshman class would be enrolled under the leadership of three faculty during each quarter. Additional faculty time would be gained by the elimination of the two-term freshman English program and by the deletion of sections of other introductory courses that had previously enrolled students who were seeking to fulfill the college's general education distribution requirements. With each department expected to contribute one course each year to the new curriculum for each of its faculty, Dr. Morgan estimated that the shift could be made without increasing faculty loads and with the addition of ten sections, or about one and one-half faculty to the Hiram staff.

"The Twentieth Century and its Roots," the three-term lecture course in which the entire freshman class is enrolled, has as its aim the exploration of some of the most crucial problems besetting modern man, and a search for their roots in the past. A variety of visiting speakers--whose participation during the first years of the program is among the aspects supported by a grant from the National Endowment for the Humanities--are invited to lecture to the enrolled students, members of the Hiram faculty are also utilized, and a series of films and other cultural programs are presented. Each unit of the course opens with a lecture which endeavors to clarify as dramatically as possible the scope of the present problem. The historical background, out of which current conditions have evolved, is then explored. At the end of the unit an expert is asked to suggest at least a few of the possible solutions.

During the fall quarter of 1969, the course opened with a study of alienation in the modern world. Radical and revolutionary groups, black militancy, and generational conflicts were examined in turn. The course then moved to explore urban problems and then to the scientific revolution--pausing to examine such topics as the theory of relativity, nuclear energy, and the impact of the computer.

In the winter quarter the image of contemporary man as portrayed in literature, art, and architecture was considered. Differing political concepts such as communism and socialism were discussed. The population explosion and the nature of poverty were also studied during this term. During the spring quarter the questions of violence and war, law and morality, and contemporary religion were considered. The nature of crisis, and the ways in which individuals and institutions respond to it, was examined. The final week of the course was reserved for a series of student-planned programs.

Each student, in addition to attending the course lectures and general programs, was assigned to a small discussion group conducted by an upperclass leader. He was expected to write several position papers on subjects suggested by the course. A list of books providing background information was issued. Grading was on a pass-fail basis, and since there were no examinations, evaluation was based upon the quality of the position papers.

Running concurrently with the "Twentieth Century" were the intimate colloquia, in which each freshman enrolled during two of the three terms. The intent of the colloquia--as defined by the faculty committee which developed its basic conception--is to place each freshman in a sensitive, stimulating relationship with his peers and with a scholar-teacher. The intimate intellectual environment, it is hoped, will challenge the student to greater academic achievement, at the same time exposing him to important moral, aesthetic, and humanistic values.

In each of the colloquia the professor and students work closely together throughout the ten week quarter, exploring materials of substantive intellectual content. The colloquia is expected to be neither a survey course nor the introduction to an academic discipline, but rather, hopefully, an initiation into scholarship and the liberal arts tradition. Like the Beloit UCC, the colloquia is also expected to serve some of the functions previously performed by the freshman English program, building communications skills upon the groundwork laid during the September Institute. Evaluation of student achievement in the colloquia are provided in two ways, privately by the instructor as to the student's level of written and oral expression and thought, and with a recorded grade of "credit" or "no credit."

In the fall of 1969, the initial term of the colloquia program, thirty sections were offered, ranging widely in subject matter. Among the course titles were "Western Europe and the Atlantic Community," "Evolution and Modern Man," "An Investigation of Biochemically Active Substances," "Montaigne, a Relevant Moral Philosopher," "The Middle East 1917-1967," "Computers and the Mind," "Reassessing American Higher Education," and "Concepts and Issues in Human Freedom." This variety of topics met with one of the intents of the planning committee, which also urged informality and creativity as desired qualities of the colloquia program.

An important aspect of the implementation of the new Hiram curriculum was the careful evaluation procedure which monitored student reactions throughout the year. At the end of the fall quarter all freshmen were asked to describe their attitudes toward various categories of the college curriculum on a six-point scale--moving from "very satisfied" to "very dissatisfied." In their responses 33 percent reported themselves "very satisfied" with their colloquia, 21 percent with their traditional courses, and 8 percent with the Twentieth Century course. Some degree of dissatisfaction was expressed by about 20 percent with their courses in each of these three categories. Students further reported that they spent eleven hours each week working on their traditional courses, as compared to nine hours on their colloquia and nine and one-half hours on the Twentieth Century course. They expressed the opinion that they had learned most from their colloquia and least from the Twentieth Century course.

Student satisfaction with their second colloquia, taken in the winter or spring term, was comparable to that expressed toward their first. In the spring survey, however, the number "very satisfied" with the Twentieth Century had fallen to 7 percent, while the figure in regard to traditional courses rose to 23 percent. Some degree of dissatisfaction was expressed by 38 percent toward the Twentieth Century course and by 15 percent toward traditional courses. Students continued to report that they devoted the greatest amount of time to traditional courses, and in the spring stated that they also learned the most from them.

Another portion of the spring evaluation dealt with general satisfaction of the students with Hiram College. The 1969-70 freshmen, who had participated in the new curriculum, reported a higher level of satisfaction with all aspects of college life than had the predecessors the previous year. The improvement in rating of faculty and administration was most striking, but there was also markedly less disillusionment with faculty advising and graduation requirements. English composition scores were slightly improved over the previous year, although the traditional freshman English program had been eliminated.

As indicated by the evaluation figures discussed above and acknowledged by those associated with the program, the "Twentieth Century and its Roots" had proven the most troublesome and least popular component of the new Hiram curriculum--although its rating was no lower than had been the average for traditional courses at the end of the previous year. An analysis of some of the factors that had contributed to this difficulty has been made by Dr. Eugene H. Peters, the course co-director. In addition to the procedural and administrative problems that can be anticipated in any large-scale academic innovation, Dr. Peters points to two other, more integral difficulties. The first of these is the lecture format of the course, in which material is presented to four hundred students assembled in the large Hayden Auditorium. "The bald truth," Dr. Peters states, "is that what might work beautifully in a group of twenty can flop in a large group in the auditorium. . . . One comes to an auditorium like Hayden with different expectations and attitudes. He tends to expect a performance of sorts, even entertainment. His attitude leans to passivity. He is influenced by the boredom and inattention of those around him to a greater degree than in a smaller, more personal setting."

Secondly, Dr. Peters questions the readiness of the freshmen to function at the level demanded by the course conception: "However much we may desire that our freshmen discuss, analyze, think on, and write about the significant issues of the day, however much we may desire that they hear these issues presented from various points of view, the truth remains that they are freshmen. Few if any of these youngsters have a discipline . . . and none has achieved anything like the mastery of a body of knowledge. How can they be expected to be generalists at this point in their educational evolution? . . . The root of it all is that without a degree of competence in a specialty, one is empty handed in coming to the generalities."

Based upon the experience of the first year of "The Twentiety Century and its Roots" a variety of changes are planned by the faculty directors of the program in 1970-71. A smaller number of topics will be considered, and these will be explored in greater depth. In the fall an introductory section will present various modes of thought, providing a framework within which later material may be integrated. More Hiram faculty and fewer outside speakers will be utilized in course lectures, upperclass discussion leaders will be more closely supervised, and letter grades will be reintroduced to evaluate student achievement.

While the ambitious new Hiram curriculum has encountered anticipated, and some unanticipated, problems during its first year of operation, its total impact has been judged by those closely associated with it as positive and successful. Student satisfaction with their first year of college has increased, and a fresh excitement and interest in the educational process among the faculty is also apparent. There is confidence that the general thrust of the experiment is sound, and the new directions to which Hiram has committed itself will lead toward a more stimulating and meaningful educational experience for its students.

The Wilmington College "Man in Focus" Program

The interdisciplinary freshman program at Wilmington College, "Man in Focus," combines elements of survey course, small group seminar, and independent study. Unlike its counterparts at Beloit and Hiram, it is elective rather than compulsory, and in the fall of 1965 enrolled fifty of the 325 students who comprised the freshman class. "Man in Focus" is a three term sequence of educational experiences, beginning with co-ordinated Contemporary Problems and Humanities courses during the fall term, moving to a variety of small group seminars in the winter, and concluding with an opportunity for independent study in the spring. In its format, then the program moves from a broad survey to a more intensive concentration on a single issue, and from faculty direction to student initiative as the year progresses.

The Wilmington program, like those at Beloit and Hiram, contains elements and influences that can be traced backward in the college's academic history. In the 1960's a program entitled "Goals for Americans" brought a series of speakers to the campus to discuss important topics at college convocations. Student-faculty discussion groups were organized to examine in greater detail the questions that had been raised, and academic credit was made available to student participants. The central theme of the program varied from year to year, including such topics as American domestic needs, foreign policy, educational problems, and the role of the humanities and the sciences in contemporary life.

In the fall of 1968 a series of upperclass Current Issue Seminars was introduced, considering higher education, the urban crisis, and the American role in Viet Nam, and the following spring a trial independent study program for freshmen was initiated. Another important influence upon the "Man in Focus" program was the thinking of Dean of the Faculty Dr. Sterling Olmsted, who before assuming his duties at Wilmington had evolved ideas concerning the value of problem-orientated education which matured during a study he directed into the role of the humanities in the curriculum of engineering students.

Beginning the "Man in Focus" sequence in the fall of 1969 was "Problems of the Contemporary World," a course led by a team of three faculty members from the departments of history, sociology, and English. In a brisk survey the course considered a variety of important modern problems, beginning with pollution and population control, and then proceeding to the study of urban problems, war and peace, the mass media, some aesthetic, psychological, and religious consequences of modern life, and concluding with a discussion of ways in which educational institutions can better prepare students for the future world. A variety of films were shown, guest speakers from the Cincinnati City Planning Commission, the U.S. Department of State, and from the Wilmington faculty addressed the students, and small discussion groups met at weekly intervals. In addition, each student undertook an individual research project in which he studied in detail some contemporary problem.

"The Human Condition" course (which was offered to one group of about half of the program's participants in 1969 and will be expanded to three sections in 1970) is conceived as a needed counterpoint to the Contemporary Problems course--dealing with those aspects of human experiences which have proven unchanging across the centuries while the Contemporary Problems course focuses on those aspects of modern life which are new. Two basic questions are posed in the course syllabus: "What does it mean to be a man?" and "What are the constant elements (if any) in the human condition?"

A secondary goal of the course is to help the student to improve his ability to use language and to give him a better sense of how language operates in the human enterprise. Basic materials for study are literary works drawn from a variety of historical periods: Camus' The Plague, "The Epic of Gilgamesh," sections from the Old Testament, the Chinese classic Wisdom of Lao Tse, Buber's I and Thou, and poetry of Hopkins, Yeats, Eliot, and Frost. Student panel discussions of contemporary novels and individual creative projects are additional aspects of the course, which substitutes for Freshman English for the students enrolled.

During the winter term students who have completed the fall quarter courses are given a choice among a number of seminars dealing with contemporary issues. In the winter of 1970 these included "Individualism," "The Permissive Society," "Urban Poverty," and "The Conflict of Generations," led by faculty from the English, Sociology, and Religion Departments. The work of these seminars took a variety of forms, including the study of literary and non-fictional works, field trips, panel discussions, individual and group projects, and presentations for the college community. In the spring about one-quarter of the "Man in Focus" students undertook Independent study projects. These covered a wide range of subject areas, including such topics as "Buckminster Fuller and the Whole Earth Catalogue," "The Young Socialist Movement," "The Israeli Kibbutz," "Interracial Adoption, and "Existentialism."

Evaluation of the first year of the "Man in Focus" program was based primarily upon the observations and judgements of the faculty, who were involved and their informal discussions with student participants. Negative reactions centered most often on the Contemporary Problems course, which, some students stated, moved too quickly and superficially through too wide a variety of topics. The large gathering of fifty students with three faculty members for the majority of the sessions promoted passivity and lack of interaction, except for a few of the boldest class members, whose viewpoints often dominated the discussions. Some students also reacted negatively to the nature of the course content, with its emphasis on complex and worrisome social problems, the examination of which usually left them feeling depressed and helpless, rather than confident that they now possessed the knowledge to cope with the issues raised. The team teaching approach with three faculty participants had both positive and negative results; a stimulating dialogue with the clash of contrasting views was facilitated, but at the same time students had more difficulty perceiving any clear leadership or central conception through which the diverse materials of the course could be viewed and integrated.

The winter seminars met with a more favorable reaction. A few of the dissatisfied students had withdrawn from the program, and for the rest the more intimate atmosphere and the emphasis on deeper exploration of a limited subject matter related to their own interests proved a satisfying change. In the general evaluation of the Wilmington academic program conducted in the spring, student comments about the "Man in Focus" program were almost entirely favorable, with the Contemporary Problems course as well as the seminars receiving praise. Perhaps the perspective gained with the passing of time helped some of the students to appreciate more the broad background they had gained in the fall--and to realize that this framework enabled them to understand more fully the varied dimensions of the specific problem explored in the winter seminar.

The independent study aspect of the program had been one of its most appealing features for students when viewed as a general idea, with its promise of freedom from class routine and opportunity to explore a subject of their own choosing. As more specific plans became necessary, however, some of this brightness faded, and a few of those who had eagerly entered this program became apprehensive about the requirements for self-discipline and individual initiative now required of them. The participation of Wilmington students in the nationwide strike in early May was another factor that made concentration upon these projects more difficult and procrastination easier to justify. For the majority of those involved, however, these obstacles were overcome and the projects completed by the end of the term, some of them at an outstanding level of quality. It can be hoped that the successful completion of an independent study project during the freshman year will open new horizons in the education of these students--giving them the confidence and skills to direct the remainder of their college education along pathways of their own choice, with diminishing dependence upon faculty and the fixed college curriculum.

For students applying for admission to Wilmington College in the fall of 1970, the opportunity to enter the second year of the "Man in Focus" program was presented as a possible option, and course syllabi were made available to familiarize those who expressed interest with the specific content and requirements of its courses. As had been true the previous year, the program proved attractive to many of the most highly qualified freshmen entering Wilmington. More women students than men applied for the program and more students from other states than from Ohio.

Based upon the experiences of the first year of operation, revisions in the program were planned by the faculty. The Contemporary Problems course, it was agreed, would deal in greater depth with a more limited group of subjects, with concentration in four areas: population and pollution, urban problems, war and peace, and educational reform. Time would be reserved for the development and presentation of student initiated projects. Fewer meetings of the entire group would be held, and in their place the primary emphasis would be upon smaller discussion groups of approximately eighteen students and one faculty member.

During the winter term of 1971 five seminars would be offered: "Urban Poverty" (repeated from the previous year), "Chinese Culture in Transition," "World Hunger," "Pacifism and Violence as Agents for Change," and "The American College: Prospects and Problems," led by faculty from the Government, Agriculture, English, and Sociology Departments. As members of the Wilmington faculty and administration viewed the program at the beginning of its second year of operation, it appeared to be succeeding in its goals of attracting talented and socially concerned students to the college, adding vigor and substance to their freshman year, and providing them with an understanding of contemporary problems that would enable them to better cope with the problems their society would encounter in future years.

Some Conclusions

A large-scale innovative program, such as the three described in the preceding pages, can be expected to contribute a distinctive quality to the curriculum of a college and to influence significantly the nature of the experience students will have during their freshman year. After it has operated for several years, such a program is further likely to affect the characteristics of new students and faculty who will be attracted to the college community.

The Beloit, Hiram, and Wilmington interdisciplinary programs have all contributed these results, but in all three cases, success has been qualified by the existence of vexing, unresolved problems. I would like, in conclusion, to attempt an analysis of some of the difficulties that programs such as these are likely to encounter, and some of the crucial questions that must be satisfactorily resolved before they can be counted as fully successful.

The role of the faculty. A required interdisciplinary program enrolling a group of three hundred to five hundred freshmen will inevitably demand the participation of a substantial percentage of a college faculty, and it is upon their enthusiasm, dedication, and resourcefulness that its ultimate success will depend. If staffing demands require the conscription of reluctant faculty through individual or departmental levies, the result of this involuntary servitude may be low morale and half-hearted performance, a major threat to the success of any educational venture.

While some faculty will quickly and happily adapt themselves to an unfamiliar format and find a welcome opportunity for personal broadening in such an interdisciplinary teaching experience, others, conditioned by the intense specialization demanded in their graduate training, will be ill-at-ease during their initial exposure to a non-departmental format. They may feel that their knowledge in the new area is far more shallow than that available for their regular departmental courses, and there will be few experiences in their own education which can serve as their model.

If a faculty member is expected to serve as a section leader in a large scale program in which course conception, sequence of subject matter, and choice of reading materials has been decided by others, he is likely to feel dissatisfied at this abdication of his usual control over his classroom situation. And if instead, a "democratic" method of determining course policy through the agreement of a large number of faculty--and perhaps students as well--is used, the many hours of meetings that will be required, the frequent debates and misunderstandings, and the final compromise solutions, not entirely satisfactory to anyone, that will be adopted may leave him no less frustrated.

For the faculty member, restless with traditional course content, who comes to interdisciplinary teaching with eagerness, there may be discontent of another sort. If he assumes that a change in format will rapidly lead to greater student motivation, enthusiasm, and depth of understanding, there may be rapid disillusionment when he observes that his students are equally as guilty of erratic attendance, poorly prepared papers, and immature conclusions as they had been in his former "old-fashioned" courses.

Administrative policy will play a major role in determining the attitudes of faculty toward interdisciplinary teaching. If high quality performance in these courses leads to recognition through salary increases, promotion, and granting of tenure, and if budgets are provided at least equal to those of departmental programs, the faculty is most likely to put forth its best effort. On the other hand, when departmental recommendations and the status of the faculty member in his academic discipline continue to be the criteria for professional advancement with interdisciplinary teaching considered as a peripheral activity, and when interdisciplinary programs are financed on a particularly austere level, only the most dedicated of faculty is likely to put forth his best effort in his non-departmental teaching. A major strength of the Beloit, Hiram, and Wilmington programs has been the clear willingness of the administrative leaders at all three colleges to consider these as high priority activities and to provide the financial and moral support that is crucial to their success.

In staffing an interdisciplinary program, it may be wisest for a college to adopt a flexible policy rather than an expectation of universal participation. Some faculty can thus be encouraged to continue their teaching entirely within their own discipline, others can move freely back and forth between traditional and interdisciplinary curricula, and perhaps a small expert cadre of interdisciplinary faculty may be developed--with individuals in each of these three categories evaluated and rewarded in terms of their contributions to the areas in which they have agreed to work.

When a college decides to move rapidly into a large-scale interdisciplinary curriculum, it is unlikely that a large number of faculty who can function expertly in this new form will immediately emerge. Rather their number is likely to grow slowly as faculty members already on the staff gain experience in new subject matter and approaches, and as others with similar talents are attracted to their ranks. (A survey of student evaluations of their professors in the Beloit Underclass Common Course revealed that those who had taught this course five times or more received significantly higher ratings than their less experienced colleagues.) A gradual movement by a college into an interdisciplinary program is, for this reason, probably a wiser policy than a sudden curricular transformation, if teaching excellence is to be maintained while the transition is made.

Program format and content. For those who design an interdisciplinary program, other crucial decisions are needed to determine its structure and substance. The program may be centered around a humanistic understanding of the nature of man, emphasizing the cultural heritage of western (and increasingly eastern) civilization, and the basic philosophical questions faced by men of various historical eras; it is this approach that serves as the basis of the Beloit Underclass Common Course "Man in Perspective," and "The Human Condition" segment of Wilmington's "Man in Focus." There may be a strong emphasis on current affairs, as is found in the Wilmington "Contemporary Problems" course, or these approaches may be interrelated, beginning with present conditions and investigating ways in which the past has influenced them--the format of Hiram's "The Twentieth Century and its Roots." Another possible approach is to provide a very open structure, setting up a group of course called seminars or colloquia, defining educational ends that are to be achieved through them, but allowing individual faculty members, perhaps in consultation with students, to define the specific subject matter that they will explore as a means of reaching these common ends.

An interdisciplinary freshman program may be required of all students, as are those at Beloit and Hiram, where the value of common experience to be shared by all members of the freshman class is stressed. Or the program may be an optional track, to be pursued by those students who are attracted to it while others follow a traditional curriculum, as is Wilmington's "Man in Focus." The class may meet together as a large group for lectures, films, multi-media presentations, and panel discussions, it may be divided into smaller sections either following a common syllabus or pursuing their own interests, or some variation of these formats may be adopted.

Reactions gathered from those associated with all of these structures suggest that small discussion groups are more favorably received by contemporary college students than are large lecture classes, where they must assume a passive role instead of being active participants. Faculty and students also appear more satisfied with formats which allow them a role in selecting what they will study--as in the Hiram colloquia, the Wilmington winter seminars, and the final term of the 1970 Beloit Underclass Common Course--rather than following a syllabus or master plan designed for them by others.

What is the most appropriate length for an interdisciplinary program? The eleven-month Beloit Underclass Common Course has proven difficult to sustain into its final summer term, and in 1970-71 it will be reduced to two semesters, partly to ease the faculty staffing problem and partially to sustain student interest at a higher level. The Hiram "Twentieth Century" course, in the opinion of both faculty and students, also suffered a reduction in interest during its final months. The Wilmington program, with its movement from fall survey course to winter seminar to spring independent study, and with increasing concentration on specific subject matter and student independence as the year progresses, has shown promise of being a sound approach, and this model may deserve consideration by other colleges.

The level of complexity and sophistication at which the interdisciplinary program will be pitched also needs careful study by course planners. Faced with complaints by students that traditional freshman courses are "just like high school" and the opinions of discipline-oriented colleagues that interdisciplinary courses are likely to be shallow and superficial, designers of innovative programs may feel pressed to make these highly sophisticated, enticing to the seasoned professional scholar but, as Dr. Peters points out about the Hiram "Twentieth Century" course, inappropriate to the intellectual background and abstracting capacities of all but the most exceptional freshmen. Planners of a new curriculum have the delicate task of designing a program which is neither too elementary nor too sophisticated, which will stimulate students without overwhelming them, which will move at neither too rapid nor too slow a pace, and which will allow wide flexibility and individual expressiveness, yet provide enough structure to make probable an educational experience of high quality.

The student in the innovative program. An experimental interdisciplinary program is likely to prove an attractive aid in the work of college admissions counselors, giving a promise of excitement and institutional progressiveness to potential students. It may lead to an increase in the applications received from bright, affluent students who are discontent with their high school experiences and searching for a major change in the tone fo their college education. With this high expectation comes the danger of rapid disillusionment, when the student realizes that the innovative program consists of such familiar elements as teachers lecturing in classrooms, desks, blackboards, books to be read, papers to be written, and perhaps even examinations to be passed. If the course instructor seems half-hearted in his attitude, uncertain in his knowledge, or old fashioned in his teaching methods, the student's feeling of betrayal and disenchantment is likely to be heightened.

Working in support of the new curriculum's success during its initial year is the student's feeling that he is sharing in an exciting experiment, encountering materials and methods he has not previously experienced and which his friends at other colleges cannot share. The hazards of this initial period include the absence of realistic expectations by students and faculty as to what the program can achieve, and inevitable administrative misjudgements, which will be magnified in their consequences when there are hundreds of student and faculty participants.

As the program matures these administrative difficulties are likely to be resolved, and the faculty should achieve greater command of the course subject matter. At the same time the atmosphere evoked by exciting innovation is likely to fade, and the stimulating new program may rapidly become a tired old program in the eyes of both student and faculty participants. The third, fourth, and fifth years will probably be the crucial period in which the program will either prove its long range value or else dangerously decline in impact. This is the time period the Beloit Underclass Common Course has recently passed through, and to which its leaders have responded with reevaluation and major revisions. It is the period of challenge which still lies ahead for the Hiram and Wilmington programs.

The educational value of interdisciplinary curricula. Beyond the pragmatic motives of attracting and retaining students, encouraging foundation support, and providing faculty with a change from their traditional routines, there lies the more basic question of the long range educational importance of an interdisciplinary freshman program. In what ways, if any, will a student's college education be enriched by participating in such a program? In what ways, if any, will it aid him in conducting his adult life with greater awareness and effectiveness, and in making a positive contribution to the society in which he will live?

Those who champion such programs as the three described in these pages point to the growing danger of excessive specialization both in higher education and in American society, encouraging college students to seek the mastery of a narrow area of expertise, but failing to lead them toward sufficient awareness of the broad social consequences of their actions. Interdisciplinary education is a counterforce to this disturbing trend, encouraging students to see the relationships among all branches of knowledge, to gain a wider view of their social surroundings, to grow as generalists rather than only as specialists.

Whether such aims can in reality be attained by these programs is a question that requires careful research. At Beloit, where six classes have already moved through the Underclass Common Course, the opportunity is now present to draw important conclusions about the real impact on the lives of those who have experienced it. At Hiram and Wilmington, where the new curricula are still in a more preliminary stage, several years of study will be required before such answers can begin to emerge.

While the introduction of interdisciplinary freshman programs has clearly been no panacea for any of the three colleges studied, the direction embarked upon seems to those who have participated to remain a desirable one, with present achievements and future promise fully worth the frustrations that have been encountered. For those with the resourcefulness and determination to combat these inevitable difficulties, the development of such programs offers an opportunity for leadership in the creation of a new mode in liberal education, that may better suit the needs of many students in future years. The experiences of those associated with the interdisciplinary curricula at Hiram, Beloit, and Wilmington should, during the next few years, help to answer the question of whether this approach is a valid one, and whether its promise can, in reality, be fulfilled.